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AUTHOR McNelly, Don; And Others

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ABSTRACT

A study was conducted to secure baseline data on Tennessee public high school students working during the school year, to ascertain and compare the students' and parents' opinions on a 31-item questionnaire, and to project the earnings and sales tax contributions of the students. A predetermined sample size was established in order to infer the study's results for the entire state. The Tennessee Secondary Students' Employment Survey resulted in usable responses from a total of 1,980 students (54%) and 1,056 parents (31%). Some of the findings of the study were as follows: (1) in general, both parents and students had positive attitudes about students' part-time employment; (2) both parents and students felt that student employment helped students to manage their money and time, make realistic career decisions, and learn what employers want; (3) most parents thought that student employment should be limited to 20 hours or fewer during the school year, but students did not; (4) students did not think working more hours would hurt their grades, but parents thought more than 20 hours per week would have a negative effect on students' grades; (5) students who worked in cooperative education had more positive attitudes and earned more money than those who did not; (6) significant differences were found between students' and parents' attitudes for coop and non-coop students and for rural and urban students; and (7) working students contributed more than 14 million dollars in state and local taxes in Tennessee. (Report includes 29 tables, 49 references, the survey form, and a summary of item responses.) (KC)

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STUDENTS' AND PARENTS' PERCEPTIONS ABOUT WORKING PART-TIME DURING THE SCHOOL YEAR IN TENNESSEE PUBLIC HIGH SCHOOLS

A Research Study to Establish Baseline Information and to Ascertain the Opinions of Tennessee Public High School Students and Their Parents About Working Part-Time During the School Year

September 1990

By

Don E. McNelly
Edward C. Mann
Gregory C. Petty

U.S. DEPARTMENT OF EDUCATION
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PREFACE

Special recognition is extended to the following State Staff: Mr. Marvin Flatt, Assistant Commissioner for Vocational-Technical Education, Tennessee Department of Education; Mr. Russell Smith, Administrative Assistant and Director of Field Services of the State Department of Education; and Mr. Jim Vinson, Director of Program Planning and Development of the State Department of Education. They provided professional, personal, and technical assistance as well as a commitment to getting the study completed in a timely manner.

Also, from the State Staff several district consultants provided assistance in working with the randomly selected school systems. The district consultants facilitated and provided on-site assistance. The district consultants are: Joe Casteel, Kenneth Kistler, Carol Myers, Joan Ryan, Jack Smith, and Boyd Trew. A special thank you is extended to each for including this work in their very busy work loads.

The following school systems participated in the study:

Bledsoe County Schools	Knox County Schools
Campbell County Schools	Loudon County Schools
Carter County Schools	McMinn County Schools
Chattanooga City Schools	Memphis City Schools
Cocke County Schools	Monroe County Schools
Franklin County Schools	Sevier County Schools
Greene County Schools	Sumner County Schools

The local administrator, teachers, and counselors provided assistance in disseminating and collecting the forms from the parents and students. The above systems agreed to participate in the study. Their professionalism and personal efforts greatly increased the reliability of the data and greatly reduced the time and expenses for collecting the data.

Special recognition is also extended to Dr. Gerald Cheek, Professor and Chairperson for the Department of Technological and Adult Education, University of Tennessee, Knoxville for his technical advice and departmental support. Two graduate assistants, Sally Blowers and Kim Eyre, worked on the study. Sally Blowers provided the majority of the information for the review of literature. Kim Eyre conducted library search and editing assistance. Both graduate assistants were involved in coding the data for computer analysis. Dr. Morgan Gray, Computer Analyst, Agricultural Economics and Rural Sociology, University of Tennessee, Knoxville, provided invaluable computer and statistical information and services.

This study was conducted in response to Senate Joint Resolution 121. Restrictions were imposed on the study with respect to the funding available and time. The findings in the study are a beginning with respect to researching Tennessee public high school students working

during the school year. Baseline data were secured as well as opinions from parents and students.

The research was conducted through the State Vocational Program Evaluation Project. Dr. Edward C. Mann and Dr. Gregory C. Petty participated in addition to their normal duties. No graduate student used the data for a dissertation or thesis. The project secretary, Ms. Elaine Whitehead, has been very professional and patient in helping to complete the final copy. A special thank you is extended to her.

Don E. McNelly
Director
State Secondary Vocational
Program Evaluation Project

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EXECUTIVE SUMMARY

The quantity and quality of information pertaining to Tennessee high school students holding part-time employment is very limited. This void of information places officials in a most difficult situation. This study was initiated by Senate Joint Resolution No. 121 to help fill that void and provide research data upon which quality decisions can be made.

The purposes of this study were to: a) secure baseline data on Tennessee public high school students working during the school year, b) to ascertain and compare the students and parents opinions on a 31 item questionnaire, and c) to project the earnings and sales tax contributions of the students. A predetermined sample size was established in order to be able to make inference to the entire state. The number of useable returns in this study was sufficient to make projections to the total public high school population. Information was secured by self-reported survey from students and their parents. However, the parents had a lower participation rate than the students.

From the review of the related literature, generalizations about high school students working and their labor market participation are as follows:

1. Sixty percent of the high school students were working, and an additional twenty-five percent were looking for work but unable to find jobs (Borus, 1981).
2. The increased availability of part-time jobs is linked to a significant increase in work force participation of enrolled youth (Shapiro, 1983).

3. Direct reports from youth are of significant value (Greenberger and Steinberg, 1986).
4. The average number of hours of work per week was 19 hours for seniors and 13 for sophomores (Lewin-Epstein, 1981).
5. Vocational students, especially males, are more likely to work longer hours than students in other high school programs. Working did not have any discernable effect on the academic performance of working vocational students (Desy, 1984).
6. Students from the lowest family income level are the most likely to be unemployed (Lewin-Epstein, 1981).
7. Those who worked more while in high school also worked the most in the year following graduation, were unemployed less and obtained more skill training while on the job compared with their nonworking age mates (Miguel and Faulk, 1984).
8. Almost half of the high school students worked within five minutes of home, but 30% of the youth ages 16-21 cited transportation difficulties that affected ability to get jobs (Borus, 1981).
9. The same jobs maligned by labor market economists because they do not offer high-quality employment to adults meet many of the needs of teenagers (Greenberger and Steinberg, 1986).
10. The declining proportion of youth ages 16-19 in the general population has led to the need for some creative approaches by service and retail employers to attract youth (Bacas, 1986; Swasy, 1987).
11. Time spent at work is second only to time spent in class. Time spent at work was not spent at the expense of other important youth activities. The only group whose adolescent activities

were compromised by work were seniors working more than the average number of hours (19.3) (Lewin-Epstein, 1981).

12. Allowances have not kept pace with inflation (Greenberger and Steinberg, 1986).
13. Teens ages 16-17 who are employed part-time use their incomes for discretionary spending (Nardonne, 1987).
14. Four out of five employed youth ages 16-21 would continue to work even if they were economically well off (Borus, 1987).
15. Youths' attitudes toward work are not significantly difference from those of older workers. There is no evidence that they possess an "immature" view of work (Adrisani, 1978).
16. Paid work for youth will teach responsibility, acquaint them with the labor market, enhance the development of self-esteem and a work ethic (Carnegie Commission, National Commission on Youth and President's Science Advisory Committee).
17. Parents felt that work for youth would build character, acquaint teens with the facts about the "real" world, fosters responsibility and dependability, punctuality, and the setting aside of personal preferences in order to meet work expectations (Greenberger and Steinberg, 1986).
18. Working increases youngsters' understanding of life by showing them adult expectations. The value of money is learned, what is required to make it, how to spend it, and how to manage it well (Stephens, 1979).
19. Cooperative vocational education students develop positive work attitudes. Jobs associated with co-op programs are often different from the "typical" teen jobs in that a higher level

of skill is often required and specific skill training is included (Baker, 1985).

20. Students who did not work, and students who worked 20 hours or more spent approximately the same amount of time on homework and watching television.
21. Young people who are from families of low socioeconomic status or who are less successful in the school environment are likely to be working the most hours (Meyer, 1987).
22. Adolescents with higher grades and plans to go on for further education are more likely to work moderate hours so as not to jeopardize their continued academic achievement (Meyer, 1987).
23. Students working less than 20 hours per week had the highest GPA. Those working more than 20 hours per week and those who were unemployed had lower GPAs (Schill, McCartin, & Meyer, 1985).
24. There is a question whether part-time employment actually works as an incentive to keep the less academically gifted in school (Schill, McCartin, & Meyer, 1985).
25. Males in high school are more likely to work and to work longer hours than their female counterparts (Shapiro, 1983).
26. New Hampshire now requires satisfactory academic performance before a student is issued a work certificate. Nebraska has requested a study of the effects of work on students. Rhode Island dropped maximum-hours restrictions for summer employment of 16- to 18-year olds. In California, 13 year olds who are potential dropouts and who meet specific requirements may work up to two hours a day and four hours a week (Nelson, 1990).

27. Schools should promote the integration of youths' work experience and school activities. Parents must monitor the effects of their children's employment carefully (Greenberger & Steinberg, 1986).
28. Increase the flexibility in schools and other sources of learning (The Forgotten Half: Non College Youth in America, 1988).
29. The majority of the Tennessee employers, 92.1% of the respondents, indicated secondary schools should emphasize preparing for entry-level employment (McNelly, Pierce, and Blowers, 1990).
30. Tennessee employers desire entry-level employees to have prior work experience in a similar job, high school vocational education and cooperative education on-the-job training (Petty, McNelly, and Searle, 1989).

The findings in this study of Tennessee's high school students working confirms many of the findings and conclusions reported in the literature. The previous studies, however, revealed very little research on the opinions of the parents of high school students. It should be noted that this study does include the opinions of the parents.

Instrumentation

The instrument used in this study was the Tennessee Secondary Students' Employment Survey. This questionnaire consisted of two forms, one for students and one for parents. The opinion items of both forms were the same with the responses having the categories and values of Strongly Disagree 1, Disagree 2, Agree 3, and Strongly Agree 4.

A total of 1,980 students participated in the study. In general, the students' demographic profile was as follows:

Gender:	55.9% females, 44.1% males
Location:	62.6% rural, 29.6% urban
Working:	54.0% had worked, 46.0% had not worked
Co-op Program:	31.95 participated, 68.1% had not participated

- A higher percent of the male participants, 57.8%, worked during the school year compared to 51.2% of the female participants.
- The higher the grade level of participant, the greater the percent of participation in work during the school year. The range went from 12.35% for ninth graders to 72.13% of the 12th graders.

In general, the parents demographics profile was as follows:

Gender: 74.3% of the parents were female, and 25.7% were male.

Location: 63.6% of the parents were from a rural area, and 36.4% from an urban area.

Son or Daughter has part-time job: Yes, 18.6%, and No, 61.4%.

Would like son or daughter to have part-time job (if not presently working): Yes, 83.2%, and No, 16.8%.

- 93.2% of the parents stated high school students should be allowed to hold part-time jobs during the school year.
- 51.9% of the parents said students should work 16-20 hours per week (including weekends). 13.8% said 21-25 hours and 16.4% said 26-30 hours.
- 29.9% of the parents said students should be allowed to work before a school day until 9:00 PM, and 32.3% said 10:00 PM.

- 82.7% of the parents said a representative from the school should monitor students' progress.

Students' Responses

In comparing working co-op students to working non co-op students, 25 of the 31 items in the opinion section of the survey were significantly different. On 23 of the significant items, the co-op students' mean ratings were higher than the non co-op students, and on three of the significant items, the co-op students' ratings were lower. The co-op students realized more benefits from their part-time employment than the non co-op students as measured by the items in the opinion section of the survey.

The rural to urban students' responses were statistically compared. Fourteen of the 31 items in the opinion section of the survey were significantly different. The rural students' mean ratings were significantly higher than the urban students on eight of the items and were significantly lower than the urban students on five of the items. The rural students' mean ratings were higher on 25 of the items compared to the urban students.

The five most frequently cited reasons for not working during the school year in descending order are:

1. not old enough.
2. no transportation.
3. afraid it would hurt my grade point average.
4. parents give me all the money I need.
5. no time to work due to studying to maintain grade point average.

Thirty-six point two percent (36.2%) of those not working cited no transportation as the reason for not working, and 28.8% cited they have

tried to get a job but haven't been hired. The number and percentage of Tennessee public high school students working for pay during the school year would be higher if the students had transportation and could get hired. Thirty and seven tenths percent (30.7%) of those not working cited they must help at home. Although these students may not be working for pay, they are working and would increase the overall number and percentage working during the school year if added to those working for pay.

Tennessee public high school students are working for a variety of reasons. In an analysis by a weighted average, the five highest rated reasons for working in descending order are:

1. buy clothes.
2. have some spending money.
3. buy a car.
4. help pay for school expenses.
5. pay for car insurance.

In general, the students feel that working part-time in high school helps students:

1. learn how to improve their money management.
2. feel better about themselves.
3. improve time management.
4. become more responsible for their actions.
5. make realistic career decisions.
6. pay for school expenses.
7. give students constructive use of their time.
8. provide valuable work experience.
9. enable students to learn what employers want.
10. learn how to work with others.

In addition, the students feel:

11. Formal vocational co-operative education type programs will help students remain in school while students in part-time jobs outside of the co-operative type vocational program will not receive help for remaining in school.
12. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.
13. A high school representative should assist students in securing part-time employment.
14. Some employers do take advantage of high school students who work part time.
15. High school students should <u>not</u> be limited to 20 hours of work each week.
16. Working more than 20 hours during the school week will <u>not</u> cause students' grades to drop.
17. High school students should be allowed to work as many hours as they wish.
18. Vocational and academic subjects do help high school students to relate to the "world of work." Vocational subjects help more than academic subjects.
19. All high school students should be prepared for the world of work upon graduation.
20. High schools should emphasize preparing for college.
21. High school students should have the benefit of holding a paying job before graduation.
22. Academic credit should be awarded for paid work experience during the school year.

23. Academic credit should be awarded for paid work that is supervised by a high school representative. The supervised item received higher mean ratings by the students.
24. Holding a part-time job during the school year will not help students remain in school.
25. Holding a part-time job during the school year will keep students from other activities.
26. Holding a part-time job during the school year will reduce studying time.

Parent Responses

A total of 1,056 parents returned useable survey forms. The total parents' mean ratings indicate they are in agreement with the majority of the items. These ratings are consistent (agree or disagree) with the students' ratings. Two comparisons, rural to urban, and whether son or daughter had a part-time job, were made for statistical purposes.

The rural to urban comparisons for the parents had six significantly different mean ratings. The mean ratings were in the same direction for both groups. As a generalization, the rural and urban parents were in agreement as measured by their mean ratings. For the significant items, the rural parents' mean ratings were higher than the urban parents' mean ratings for five of the six items found significantly different.

Comparisons were made for statistical purposes between the parents who had a son or daughter holding a part-time job during the school year to those who did not. Sixteen items had a significant difference between the mean ratings for the two groups. The parents with a son or daughter holding a part-time job had higher mean ratings for 13 of the 16 significant items.

In general, the parents as a total group feel that high school students holding a part-time job during high school will help students:

1. learn how to improve their money management.
2. feel better about themselves.
3. improve time management.
4. become more responsible for their actions.
5. appreciate their high school courses.
6. make realistic career decisions.
7. pay for school expenses.
8. use their time constructively.
9. gain valuable work experience.
10. learn how to work with others when they work for pay.

The parents also feel:

11. High school students should have the benefit of holding a paying job before graduating.
12. Paid work experience is the best way for high school students to learn what employers want.
13. All high school students should be prepared for the world of work upon graduation.
14. Vocational subjects help high school students relate to the world of work.
15. Some employers take advantage of students who work part time.
16. Academic subjects helps students relate to the world of work but not as well as the vocational subjects.
17. High school students should be limited to 20 hours of work each week (including weekends).
18. Working more than 20 hours a week will cause high school students grades to drop.

19. A high school representative should assist students in securing part-time jobs.
20. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.
21. High schools should emphasize preparing for college.
22. Academic credit should be awarded for paid work that is supervised by high school personnel.
23. High school students should not be allowed to work as many hours as they wish.
24. Working part-time while in high school will reduce studying time.
25. Working part-time while in high school will keep students form other school activities.

Working part-time will not:

26. help students improve their grades.
27. improve their school attendance.
28. help students remain in school.

Students to Parents

The four comparisons included in the study are: location, working, non co-op, and co-op students to their parents. The greatest number of significant differences between the mean ratings for the students and their parents was for the working non co-op students to their parents. The urban students' and their parents' comparisons had the least number of significant differences.

Rural Students to Parents

Thirteen items were significantly different for the mean ratings of the rural students and their parents. The parents' mean ratings were

lower for nine of the 13 items. Two items with the greatest difference were Items 10 and 13. On Item 10--High school students should be allowed to work as many hours as they wish--the parents had a mean rating of 1.99 and 2.59 for the students. On Item 13--High school students should be limited to 20 hours of work each week (including weekends) the parents had a mean rating of 2.88 and 2.29 for the students.

Urban Students to Parents

The students' mean ratings were higher than their parents for seven of the nine significantly different items. The two items with the greatest difference were Items 10 and 13. On Item 10--High school students should be allowed to work as many hours as they wish--the parents had a mean rating of 1.95 and 2.52 for the students. On Item 13--High school students should be limited to 20 hours of work each week (including weekends)--the parents had a mean rating of 2.82 and 2.42 for the parents.

Working Non Co-op Students to Parents

Eleven of the 16 significantly different items had lower mean ratings for the parents than their sons and daughters. Items 10 and 13 had the greatest difference between the mean ratings. On Item 10--High school students should be allowed to work as many hours as they wish--the parents had a 1.88 mean rating and 2.57 for the students. On Item 13--High school students should be limited to 20 hours of work each week (including weekends)--the parents had a mean rating of 2.92 and 2.28 for the students.

Co-op Students to Parents

Nine of the 13 significantly different items had lower mean ratings for the parents than their sons and daughters. Items 10, 13, and 14 had

the greatest difference between the mean ratings. On Item 10--High school students should be allowed to work as many hours as they wish--the parents had a mean rating of 2.23 and 2.72 for the students. On Item 13--High school students should be limited to 20 hours of work each week (including weekends)--the parents had a mean rating of 2.68 and 2.24 for the students. For Item 14--Working more than 20 hours a week will cause high school students' grades to drop--the parents had a mean rating of 2.62 and 2.24 for the students. The highest mean rating for the co-op students was 3.58 for Item 1--High school students should have the benefit of holding paying job before graduating--and 3.41 for the parents on Item 11f--Working part-time while in high school will provide valuable work experience.

Earnings and Economic Impact

The percentage of Tennessee public high school students holding part-time jobs does confirm the high rate as found in the literature. As the grade level increases so does the percentage of students working. The range went from 12.35% for the ninth grade to 72.13% for the 12th grade. By multiplying the percentage for each grade level to the actual enrollment for the 1988 school year, the projection for the number of Tennessee public high school students was established. A total of 96,677 or 39.6% of the Tennessee public high school students were working or had worked during the school year.

The average number of hours students worked each week increased for the higher grade levels. Average take-home earnings also increased for grade level, except for the 11th grade. The range of hours worked each week went from 14.2 for the ninth grade to 24.02 for the 12th grade. The average take-home weekly earnings went from $93.56 for the ninth grade to $101.99 for the 12th grade. By multiplying the number working

and average weekly take-home earnings by grade level, the Tennessee public high school students took home a total of $191,593,780.

The male students earned 31 cents or 5.8% more per hour and worked 3.12 or 14% more hours each week than the female students. Urban students earned 79 cents or 15.5% more per hour and worked 1.14 hours less than the rural students. Co-op students earned 28 cents or 5.3% more per hour and worked 2.9 or 12.7% more hours per week than the non co-op students. The male students worked .45 less weeks than female students but earned $18.98 more in weekly take-home earnings. The state average take-home earnings since school started for females was $1,900, which was $346.60 or 15.4% less than the male students for the year. The co-op students earned $846.74, or 47.1% more during the school year than the non co-op students.

The Tennessee public high school students paid $4,023,468 in local sales taxes and $10,537,656 in state sales taxes, assuming all earnings were spent since school started. By extending the earnings to cover a 12 month period, their sales tax contributions were $5,351,215 for local and $14,015,084 for the state. The total sales taxes paid during a 12 month period comes to $19,206,326. The highest category per student for paying local and state sales taxes was from the co-op students.

Implications

A high percentage of the Tennessee public high school students are working during the school year. The number and percent would be greater when you add the students working at home but without pay. A very high percent of the parents encourage and want their sons and daughters to work during the school year. The majority of the working students are learning in a positive manner from their work experiences. The students and parents are in agreement with the perceived benefits of students

working during the school year. There are significant differences as established by the statistical procedures. The mean ratings for the students and parents indicate the students are benefiting from their work.

The students in a structured program, such as the co-operative vocational program, did establish higher mean ratings to the opinion items than the non co-op students. The non co-op students could experience similar benefits by participating in a structured program. An orchestrated program involving teachers, counselors, special education teachers, job placement staff, and/or services with school administrative support would assist many students. The mission of preparing the students for the world of work should receive greater emphasis to complement preparing for college. Both the students and parents rated highly the item--All students should be prepared for the world of work upon graduation.

INTRODUCTION

This report is addressed to the need for exploring some of the issues to recent questions pertaining to high school students working during the school year. High school students are holding part-time and sometimes full-time jobs at a rate that is causing interested officials and parents to express concerns. What has remained elusive are specific answers to specific questions and an explanation of the issues. School officials may be discovering they cannot answer with certainty why an increasing number of their students are holding or seeking employment. Parents likewise are faced with decisions pertaining to their son or daughter working during the school year. The appeals of employment during the school year to today's high school students are responses to changing perceived individual, economic, and sociological needs.

All individual students do not have the same set of needs, wants, and desires. The explanation of the commonalities of these needs, wants, and desires, as well as reactions to specific opinion items by parents and students, has provided insight into areas of agreement and disagreement. This study does provide a beginning for exploring the issues and does establish a bench mark of the magnitude of participation of the public high school students in Tennessee in employment during the school year.

A study on students working while in high school was requested specifically in the language of Senate Joint Resolution 121. This research study was conducted as part of the secondary vocational education evaluation project. The available time and resources were not adequate to attempt to explore all of the issues and research questions about the effects of high school students working during the school

year. A state-wide study was conducted during the spring of 1990 to ascertain the demographics and opinions of students and their parents about high school students working during the school year. The purposes of the study were to (a) secure baseline data on Tennessee public high school students working during the school year, (b) to ascertain and compare the students and parents opinions to a 31 item questionnaire, and (c) to project the earnings and local and state sales tax contributions of the students. The principal source of information was the completed questionnaires by the students and parents. A review of the related literature was also conducted.

Data were obtained from public high school students and their parent or guardian by using the Tennessee Secondary Students' Employment Survey (TSSES). Please see Appendix A for a copy of the TSSES. The students and their parent or guardian provided responses to 31 items pertaining to high school students working part time. The respondents also provided demographic information and responses to related questions. This report is restricted to quantitative data and analysis.

STATEMENT OF THE PROBLEM

The literature search was completed after the data were being analyzed and therefore provided little guidance for the researchers. The researchers extensive background in designing and conducting research enabled the study to be completed in a professional timely manner. Education officials and interested legislators had very little research information to help them address the questions and issues being raised about high school students working during the school year. More specifically, concerned Tennessee legislators and educational officials did not have sufficient current Tennessee information on the benefits or hindrances for students who are working for pay during the school year.

Purpose of the Study

The purpose of the study was to attain baseline information which could be quantified pertaining to Tennessee public high school students working during the school year. The TSSES was used to attain the responses of Tennessee public secondary students and their parent or guardian. The TSSES for parents and students had the same 31 items on the first part of the form. The forms differed for demographics and other desired information. Reasons for Tennessee public high school students working and not working during the school year were unknown, therefore, the study was designed to establish a profile for each. Other studies did not include the inputs from both parents and guardians. The extent to which the students and parents or guardians agreed or disagreed to the opinion items were included as part of this study. Also, unknown before this study were the earnings of students during the school year and their contributions by sales taxes at the local and state levels. The study was designed to provide state-wide information on earnings and projections for sales taxes.

Limitations

Funds available to conduct the study restricted the scope and number of activities for the researchers. Also, the available time of the researchers restricted the issues to the most relevant. The study is an initial exploration of issues and perceptions and was not intended to be an exhaustive exploration.

Qualitative information was not included in this report. The researchers did not have the time, staff, or resources to adequately explore the written comments provided by the respondents. Survey research does provide an economical and professional means for securing

information. The information provided by the respondents is self-reported and the accuracy of the data included in the analysis has been accepted at face value.

Non-respondents to the initial availability of the TSSES were not pursued. The response rate for the students by grade level was sufficient to make inferences and projections for the state. The response rates from several schools were inadequate. The researchers requested assistance from other randomly selected high schools. The return rate for the parents or guardians was lower than the return rate for the students but was accepted as the best information that would be available. The researchers were doubtful about increasing the number of completed TSSES by additional efforts.

It was not feasible to randomly select individuals to participate in the study. Instead, high schools were randomly selected and then randomly assigned for a grade level. Intact groups were accepted as a way to economically secure the number of completed TSSESs necessary for making inference to the total population.

Some of the respondents did not respond to all items or questions in their TSSES. This does mean the total numbers for a given group or subset may vary from one report section to another. Because the total useable responses were more than adequate, the omissions by some respondents did not significantly effect the analysis.

The traditional reporting format for statistical studies has been modified by the researchers. Included in the conclusion section are conclusions based on students and parents agreeing or disagreeing on each item, even though the mean ratings for the groups may have differed statistically. The amount of statistical significant difference is

important, but the total magnitude of their agreement or disagreement is also important.

A discussion section has been added for each conclusion or recommendation. The researchers have extensive experience in working with the public high school students, teachers, and administrators. The discussion statements include learned opinions based on the researchers' knowledge and experience. Local educational officials may not agree with all of the statements. In this event, the educational officials are invited to respond as a means of further clarifying issues pertaining to high school students working during the school year.

The researchers have not included all possible combinations of demographic comparisons. The length of the report was considered and, therefore, restricted to the most salient issues and comparisons.

METHODOLOGY

The most appropriate methodology for securing data from the desired number of respondents was through a closed form. The closed survey form was used to secure data in a cost and time efficient manner from the respondents all across the state of Tennessee. Two forms of TSSES were used to secure the responses.

Piloting the Instrument

Sevier County school officials agreed to assist the researchers by serving as the pilot site. Seniors in marketing education courses and their parents provided reactions and suggestions for improving the TSSES forms. An internal consistency reliability estimate was established for the 31 opinion items. Validity was established by using factor analysis.

Subjects

The population was defined as all public high school students in Tennessee. A sample size of 382 was established as the number needed for each grade level in order to be able to make inference to this total population. The number of respondents per grade level were 437 for the ninth grade, 388 for the 10th grade, 552 for the 11th grade, and 603 for the 12th grade. All students in the randomly selected high school and grade level were eligible to participate in the study. This procedure enabled the researchers to compile and compare data within and among the various groups. Parents and/or guardians of the students were also eligible to participate in the study. The lower participation rate by the parents was expected.

Useable responses were received from 1,056 parents and 1,980 students. Thirty-nine student forms were rejected and 142 refused to participate in the study. A total of 4,003 students were eligible to participate in the study and 2,161 of the students were accounted for. The return rate for the students was 53.98%. Fifty-three parent forms were rejected and 142 refused to participate. A total of 1,251 parents could be accounted for, therefore, the return rate for the parents was 31.3%.

Instrumentation

Based on the knowledge and expertise of the researchers, a pool of potential items were developed. Discussion by the researchers were held to refine the items to guard against bias set and respondent set. The pilot instrument contained 39 items in the opinion section. After synthesizing the factor analysis printout, it was decided eight items could be eliminated. The final TSSES contained 31 items on the opinion section. The students and parents TSSES forms for the 31 opinion items

section were identical. After removing the eight items, input from the staff of the Tennessee Division of Vocational-Technical Education provided additional suggestions for improvement. Inputs from students, parents, and state staff were utilized to finalize the TSSES.

The pilot study internal consistency reliability estimate was .811. An internal reliability estimate of .82 was computed from the senior respondents. Therefore, the decision to drop the eight items did not take away from the reliability of the opinion section of the TSSES.

Procedures

The TSSES forms were mailed or hand delivered to the district consultants, who, in turn, delivered the TSSES forms to the participating high schools within their districts. A cover letter signed by Assistant Commissioner Marvin Flatt and an informed consent form were carried home by the students along with the parents' form of the TSSES. If the parents agreed to participate in the study, then the completed TSSES along with the completed informed consent form were returned to the school. The students under 18 years of age were required to have parental consent before being allowed to complete the student form of the TSSES. Students over 18 years of age were not required to have parental consent to participate in the study. Local high school administrators or designated personnel secured the completed TSSES forms from the students. The district consultants secured all forms form the high schools and mailed all of the material to the researchers.

Each TSSES was reviewed by the project director and then coded for data entry. The TSSES forms were screened for appropriate responses. Incomplete and unusable TSSES forms were not processed for data entry.

Simple and inferential statistics were used to analyze the data. The simple statistics were frequency counts, percentages, means and standard deviations. The inferential statistics included linear regression which included t-tests to ascertain significant statistical difference. Items designated as significantly different were at the .05 level or lower.

The following research questions were used as the basis for guiding this research. The research questions are:

1. What are the opinions of Tennessee public school students enrolled in cooperative vocational education programs about high school students working part time?
2. What are the opinions of Tennessee public school students not enrolled in cooperative vocational education programs about high school students working part time?
3. What are the opinions of Tennessee public school students form urban schools toward high school students working part time?
4. What are the opinions of Tennessee public school students from rural schools toward high school students working part time?
5. How many Tennessee public high school students are holding part-time employment during the school year?
6. Is there a difference in students holding part-time jobs by gender, location, or program?
7. Is there a difference in perceptions between high school students and their parents about the effects of working part-time during the school year?
8. Is there a difference in parents' perceptions about the effects of working part-time during the school year and their location

and son or daughter participating in cooperative vocational education and son or daughter having a part-time job?

9. Is there a difference in students' perceptions about the effects of working part-time during the school year and their location, participation in cooperative vocational education, and having a part-time job?
10. What are the differences in earnings for secondary high school students by location, sex, gender, race, grade level, and program participation?
11. What are the local and state sales taxes paid by the high school students holding part-time jobs during the school year?

REVIEW OF RELATED LITERATURE

* By Sally Blowers

The Student Worker

The most recent national figures of youth labor force activity indicate that 3,735,000 teens ages 16-19 are employed part time, 377,000 are employed full time and an additional 619,000 are looking for full or part-time work. This group constitutes over 13 percent of the nation's labor force (Green & Epstein, 1990). Such a level of activity indicates that the work experience is no anomaly for today's school-age teen.

Information about the work experience of youth is found in the National Longitudinal Surveys of Labor Force Experience (NLS). The surveys were initiated in 1966 to provide national data of sufficient scope to allow the development of sound labor policies. Samples were drawn nationally from the noninstitutionalized civilian population. The size and selection of the samples allow generalization of the findings to the total U.S. population for the age group. Five groups have been surveyed: mature men, mature women, young men, young women and a combined group of young men and women. The latter three are most pertinent to this study.

Young males ages 14-24 were surveyed in 1966 and annually for five years. Young women ages 14-24 were surveyed initially in 1968. The final surveys have included boys and girls ages 16-21. These final surveys are referred to as the Youth Cohort and are still in progress.

* Sally Blowers, a graduate assistant in the Department of Technological and Adult Education, The University of Tennessee at Knoxville, wrote the majority of the Review of Literature.

The initial survey of young males revealed the following demographic data:

1. Black males were more likely to reside in rural areas and in large cities than white males.
2. Males in this age group were almost twice as likely to be in the labor force if they were no longer enrolled in school.
3. Older members are more likely to be working than younger members of the cohort.
4. Students are more likely to be unemployed than those out of school.
5. Students are more likely to be employed part-time.

There were differences between data reported by youths in the survey and Current Population Survey (CPS) figures for the same period. Reported employment was 25% higher for survey males than that recorded in the CPS. Unemployment figures were also higher for the survey group by about 15% (Parnes, 1969).

One significant finding from the initial young women's cohort indicated marked increases in labor market participation for this age (14-24). While the participation of male 16-17 year old secondary students in the labor force has increased 65% in a little over three decades. High school age females of the same age have increased their participation by 240%. By 1980 the gender gap among high school students was almost nonexistent when participation was examined. (Greenberger & Steinberg 1986).

The first Youth Cohort survey was completed in 1979. These surveys emphasized the factors affecting success in life and focused on success in the work world. The first survey revealed that 14 million of the

youth ages 16-21 had jobs in the first half of 1979. Youth in this age bracket were not however a homogeneous group with similar needs. These youth frequently combined school and employment. Sixty percent of the high school students were working and an additional twenty-five percent were looking for work, but unable to find jobs (Borus, 1981). In fact, one-third of the civilian youth labor force age 16-21 was composed of secondary students (Santos, 1981). The data suggest that the increased availability of part time jobs is linked to a significant increase in work force participation of enrolled youths (Shapiro, 1983).

The majority of the Youth Cohort seeking jobs were seeking part-time work, were enrolled in school and were living with parents. However, 1.5 million were looking for full time jobs; 400,000 had children; and 800,000 came from homes at the poverty level.

A substantial proportion of respondents in the first NLS Youth Cohort survey felt that discrimination based on race or nationality affected their labor market experiences. This finding confirms that factors found in the male youth survey of the previous decade have remained unchanged. Half of the white secondary students were employed compared with one fourth of the black high school students (Borus, 1981). White high school students participated in the labor force more than any other racial group (Santos, 1981). Department of Labor statistics for October 1982 indicated that white youth had the highest participation rates followed by Hispanics and blacks (Young, 1983). The racial gap continued to be evident in the 1980s according to Greenberger and Steinberg (1986) with whites maintaining their advantage. This data further supports a historical trend that continues to operate.

Both the income and education of parents affected whether high school students were enrolled in general, college preparatory or

vocational programs. Those whose parents did not complete high school were twice as likely to participate in vocational programs than those students whose parents completed college (Borus, 1981).

The young women's survey and the Youth Cohort survey confirmed the findings in the first male youth survey in that data from these two surveys again conflicted with figures from the weekly Current Population Surveys (CPS). Teenagers surveyed in the NLS indicate higher employment, and unemployment figures than found in the CPS. Female youth unemployment rates were significantly higher for the NLS data than for the CPS figures and male unemployment rates slightly lower. Students in particular indicated a greater degree of labor force participation (Borus, Mott & Nestel, 1978). CPS figures are based on adult (secondary) reporting while NLS data is self reported. Borus, Mott & Nestel (1978) feel that this difference may account for the conflicting data. They assume a greater degree of accuracy for the self report data. They also consider dissimilar survey procedures as a reason for the conflicting data.

High School and Beyond conducted by the National Center for Educational Statistics and analyzed by Lewin-Epstein (1981) also yielded figures conflicting with official government findings. Participation for the males in the Lewin-Epstein group was 75% and for the females, 68%. Bureau of Labor Statistics figures (based on the CPS) given for the comparable time period were 44% and 41% respectively. Lewin-Epstein (1981) offers a similar explanation to that of Borus, Mott and Nestel (1978). Greenberger and Steinberg (1986) argue that national data on children and youth employment are inadequate due to categories which the national data omits, such as student/non student status. Conflicts between government figures and other data indicate that the youth

employment/unemployment picture is a complex situation. Direct reports from youth are of significant value.

It is possible that adjustments in the analysis of national data will lead to greater agreement in the figures describing the youth employment situation. For example, in an attempt to gain a more accurate understanding of the contribution of the part time worker to the labor force, a new definition of this status was developed from CPS data. (The official boundary between full and part time work is 35 hours.) The part-time labor force consists of those employed persons working part time voluntarily, those who usually work part time but are not at work at the time of the survey and unemployed persons who are seeking part time work. Teens who combine school and work may fit all three categories. Thus they are clearly a part of a special segment of the nation's labor force. In 1985, the size of this part-time labor force reached 13.5 million, most of whom are employed in the service and retail trade industries. The highest proportion of the part-time labor force comes from those ages 16-24 and those 65 and older (Nardone, 1986). Even though federal figures do not allow clear identification of the student worker, given compulsory school attendance laws, it is inevitable that a large segment of this population will also be enrolled in school.

Kohen and Parnes (1970) summarized the data from three rounds of interviews with the male cohort ages 14-24. They concluded that while figures indicated an increase in labor market participation and decrease in unemployment, that these changes could not be attributed to labor market conditions. The exception appeared to be the rise in unemployment among students which appeared to be related to the depressed labor market of 1968.

In addition to the NLS surveys, another previously mentioned longitudinal survey funded by the U. S. Department of Education yields information about secondary students employment experiences. High School and Beyond surveyed sixty thousand high school sophomores and seniors. Lewin-Epstein (1981) analyzed the first wave of data from this study. The high labor market participation rate of students was confirmed. Over half of the students surveyed were employed during the study week. Also confirmed was the higher employment rate of males and of seniors compared with females and sophomores respectively. Also in agreement with the NLS findings was an unemployment rate for black students which was almost double that of whites.

The average number of hours of work per week was 19 hours for seniors and 13 for sophomores, but ten percent of the seniors worked 35 hours per week or more while still in school. Thus, high school grade (freshman, sophomore, junior or senior) seems to be a dominant factor linked to the number of hours worked per week (Lewin-Epstein, 1981).

In addition to the longitudinal studies, several others revealed additional findings. Desy (1984) found that vocational students were more likely to be employed than general or college preparatory students. As sophomores, more vocational students were unemployed compared with their age mates in the other programs, but as seniors, vocational students exhibited the lowest unemployment rate. Vocational students, especially males, are more likely to work longer hours than students in other high school programs. Working did not have any discernable effect on the academic performance of working vocational students (Desy, 1984). Lewin-Epstein (1981) also found that vocational students were more likely to be employed than general or college preparatory students.

Greenberger and Steinberg (1986) found that not only has the extent of student employment changed, but the socioeconomic status of working teens has shifted as well. Working during high school now appears to be not only a cross class phenomenon, but the poorer teen working out of necessity has the lowest employment rate of all teens. Lewin-Epstein (1981) adds further evidence that the working teenager is often a member of the white suburban middle class. "In general, both the labor force participation rate and the employment/population ratio actually increase slightly as [family] income rises until they peak in the range of $20,000 to $25,000 ($25,000 to 37,999 in the case of employment/ratio for seniors)" (Lewin-Epstein, 1981, p.24). This may be true for three reasons (a) middle-class teens are likely to have many personal family contacts and if teens use these contacts to find employment, this places them at an advantage, (b) middle-income families tend to live in areas (suburbs) where jobs usually filled by teens are found, and (c) "middle-income parents are more likely to believe that early labor force experience is important and even necessary for future success" (Lewin-Epstein, 1981, p. 25). Students from the lowest family income level (less than $12,000) are the most likely to be unemployed (Lewin-Epstein, 1981).

Fifty-nine percent of white sophomores worked or sought work during the report week for the High School and Beyond survey while the Hispanic rate was 56.6%, followed by the black rate of 53.8%. Even when geographic region, residential location and other factors are controlled for statistically, ethnic differences in employment persist (Greenberger & Steinberg, 1986).

Miguel & Foulk (1984) examined youth's perceptions of what was expected of them in the work place. They focused on the young person's

perception of employers' hiring practices and employers' work standards. They found that "there were no net effects of working while in high school on youth's perceptions of employer standards" (p. 88). However, those who worked more while in high school also worked the most in the year following graduation, were unemployed less and obtained more skill training while on the job compared with their nonworking age mates.

The Student Workplace

Teen job sites were typically located within fifteen minutes of the young person's home. In fact, almost half of the high school students worked within five minutes of home, but 30% of the youth 16-21 cited transportation difficulties that affected ability to get jobs (Borus, 1981). Minority youths of both sexes and white females were the most likely to report transportation difficulties (Shapiro, 1983).

Employed young women from the Youth Cohort are more likely to work in clerical, service and to a lesser degree sales. Males are found in a broader range of occupations including laborers, service, operatives and craftsmen (Borus, 1981). These categories differ from those of the 1966 male youth survey which included white and blue collar jobs, service positions, and farmers/farm laborers.

This occupational shift in youth jobs over the past decade reflects the changing nature of the adolescent workplace which is more fully described by Greenberger & Steinberg (1986). Their findings indicate that:

1. The historical separation of school and the workplace that has prevailed since the early twentieth century for adolescents has been largely removed.
2. "The proportion of the youth cohort who work, the extent of their commitment to jobs, and the social origins of youngsters

who work are not duplicated elsewhere in the world today" [in countries whose degree of industrialization compares with that of the United States] (p. 22).

3. The more forgiving and relaxed educational system in the U.S. appears to favor teenage employment and the blurring of the school/work separation.
4. Jobs that are considered "bad" for adults are often "good" jobs for youths.

For example, in considering the "good" youth jobs, those attending school find a match between their time availability and part time work. Irregular hours of employment that are subject to change on short notice may actually allow a teenager to continue to participate in extracurricular activities and to accommodate fluctuating school assignments. Service and retail sectors thrive in the suburbs during "off" hours (hours outside the traditional 9 to 5 job) when teens are readily available to work. The low wages associated with the numerous new jobs in the service and retail sectors are not problematical for teens who are subsidized by their parents for food, shelter and other necessities. This subsidization may account for the fact that the reservation wages (lowest wage which would be acceptable) that many teenagers are willing to accept are considerably less than the current minimum wage. Finally, adults customarily consider the fringe benefits and possibilities for promotion associated with a job. High school students who often consider their part time jobs temporary, or at least unrelated to their future careers do not find the lack of benefits and advancement opportunities problematical. "In short, the same jobs maligned by labor economists because they do not offer high-quality

employment to adults meet many of the needs of teenagers" (Greenberger & Steinberg, 1986, p. 27).

Employers, in turn, find teens attractive employees because they will work part time at low wages, will accept erratic schedules, are relatively docile and unaware of their rights as employees, and will accept "poor" quality jobs in order to gain "experience". In addition, a "difficult" young employee can readily be replaced from the large pool available and can be done at minimum expense to the employer since training time associated with these jobs is often minimal to nonexistent.

Students with part time jobs appear to gain fewer skills and to be employed more often in dead-end jobs than their full time out-of-school counterparts. High school graduates who were not in any type of formal schooling were the most likely to report skill acquisition on the job. Nearly half of the students working less than twenty hours per week felt that they were not acquiring skills (Shapiro, 1983). This may not be surprising considering the amount of education and training required for the jobs held by youth. Borus (1984) found that 28% of the jobs required an elementary school education; 51% required less than high school graduation; 14% required high school graduation; and 7% required at least 13 years of education. Forty-six percent of the jobs demanded no more than a brief demonstration to acquire the necessary skills. In fact 87% of the jobs could be mastered with less than three months of training (Borus, 1984).

In interviews with 25 young workers, Borman (1985) found that there were few intrinsic rewards in the jobs they held. The development of cynicism regarding work was one outcome. The job holders described their jobs as entry-level, low-skill and dead-end. This corresponds

with descriptions from the National Longitudinal Study - Youth Cohort. Only a few of Borman's participants indicated that their job had possibilities for advancement, and none of the youth were able to realize the advancement possibilities. Most of the jobs paid the minimum wage. Even though the youth in this study were out of school, the majority of jobs were still part time and hours were erratic. Lewin-Epstein (1981) found that:

> Between the sophomore and senior years, students tend to move out of odd jobs, baby-sitting, and farm work, and to move, primarily, into sales (a jump from 4.2 percent to 21.5 percent) and food service work. Although only a very small fraction of students have factory or skilled trade jobs, the proportion in the senior year is about double that in the sophomore year. Even greater increases are found in clerical and health-related jobs (p. 89).

Nardone (1987) confirmed that 1986 labor force figures continue to place 16- to 17- year-olds firmly in the part-time labor force contingent. Jobs continue to be unskilled and lower skilled types.

There are significant gender differences in types of jobs held, leading Lewin-Epstein (1981) to conclude that sex differentiation exists even when work is a secondary activity (schooling being primary). He further characterized teen jobs as unstructured (odd jobs, baby-sitting and the like associated with the family setting) and structured (food service, and health related etc. that are associated with an organized work setting). Findings indicated that 33% of sophomores are engaged in unstructured jobs compared with 7% of seniors. Rural students from low income families had the greatest difficulty moving out of unstructured jobs.

In October, 1982, sixty percent of teenage students working part time were in clerical, private household or service jobs. The majority of teenagers not enrolled in school and working full time were still occupying clerical and service jobs (Young, 1983).

Nardone (1986) noted that "in goods producing industries where operations generally are conducted in one 8-hour shift or more, the usefulness of part-time workers is limited. As a result, these industries have very low percentages of part-time workers. And, the occupations that are concentrated in those industries such as precision production, craft, and repair and operators, fabricators, and laborers have a very low percentage of part-time workers" (p. 18). This is further evidence that jobs held by teens today are different from the relatively skilled jobs held by the youth of previous generations.

There are plenty of jobs "at the bottom" for youth seeking to enter the labor market, but increasingly, these are not being filled. The declining proportion of youth 16-19 in the general population has led to the need for some creative approaches by service and retail employers to attract youth (Bacas, 1986; Swasy, 1987). The entry-level labor shortage is serious enough to affect the future survival of some businesses (Bacas, 1986). Nardonne (1987) also reports recruiting difficulties secondary to the declining youth population. The decreased availability of those who have traditionally occupied the entry level positions has led some firms to change the benefits associated with teens' part time jobs. For example, some employers now offer bonuses for college tuition as a fringe benefit to long term employees (Swasy, 1987).

Even though high school students work less than older workers, it is difficult to conclude that work is merely a marginal activity for

them. Time spent at work is second only to time spent in class. The High School and Beyond data revealed that time spent at work was not spent at the expense of other important youth activities. Students who work appear to be very busy people. The only group whose adolescent activities were compromised by work were seniors working more than the average number of hours (19.3) (Lewin-Epstein, 1981). This group however, may have been moving away from adolescent activities due to maturational factors, rather than decreasing participation due to work involvement.

The differences in the adolescent workplace and the difficulties in applying usual labor force concepts to the working patterns of youth have lead some to conclude that young persons should not be considered a regular part of the nation's labor force. They should instead be considered a part of a separate labor force (Lewin-Epstein, 1981).

The physical location of an adolescent's residence affects whether work will be available. The lowest employment to population ratio in 1980 existed in the East South Central region of Kentucky, Tennessee, Alabama and Mississippi; the highest ratio was found in the Northeast (Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island). The East South Central figures were 32.0 for sophomores and 56.0 for seniors compared to 49.1 and 67.0 in the Northeast. In addition, suburban youngsters have a more favorable employment to population ratio when compared with urban and rural residents (Lewin-Epstein, 1981).

Why Students Work

Inflation has fueled students entrance into the labor market as well as the availability of jobs according to Greenberger & Steinberg (1986). Activities and materials desired by teens have increased in

price several percentage points more than the general rate of inflation according to figures available in 1980. Allowances have not kept pace with inflation. In addition, youth have developed a "taste" for luxury items (new cars, stereos, designer clothing). This "taste" may be automatic in a consumer oriented society, but it is also clear that businesses have consciously cultivated and promoted the teenage market. This is not surprising since the average teen consumer, who works twenty hours per week has about $275 available for spending each month.

In the Greenberger & Steinberg (1986) study, a very small minority reported using "most" or "all" of their earnings to help with family living expenses, or saving most of their pay for future education. A large number of males reported using earnings for car payments. Many teens reported using most of their earnings on immediate personal needs and activities. "More than one-half of all working teenagers spend none of their income at all on family living expenses, and nearly this proportion report that they do not save any income at all for future education or other long-term anticipated expenses" (p. 75). Nardone (1987) supports the notion that teens 16-17 who are employed part time use their incomes for discretionary spending. Additional reasons given by students for work include purchase of luxury items, the desire for spending money, car operation, or to gain work experience (Berryman & Schneider, 1982).

About half of the unemployed youth indicated a desire to work because of financial need. Nearly 20% of those unemployed were seeking a job because they had lost or left their most recent employment. Younger youth (age 16-17) were more likely to need money (Shapiro, 1983). It is interesting to note that four out of five employed youth

age 16-21 would continue to work even if they were economically well off (Borus, 1981).

While the High School and Beyond survey did not specifically address the way in which income earned by high school students is used, the mean annual incomes were estimated and some tentative conclusions drawn. It was found that senior minority males might be able to earn as much as one fourth of their family's income. Female students living in the suburbs made the least proportional contribution to family income (Lewin-Epstein, 1981).

Hourly wage rates for the males in the 1966 NLS survey are related positively to number of years of school, to occupational training outside of the school setting, to good health and to the size of the community of residence. Lewin-Epstein (1981) found that 61% of the sophomores and 24% of the seniors received wages that were lower than the minimum wage. For both sophomores and seniors, female students earned less than males. Further these students' expectations regarding wages were very realistic. In fact, the reservation wage (lowest wage one would accept for work) of unemployed students was lower than that of employed students.

Most youth have no standard fringe benefits primarily because of their concentration in the part time sector. NLS Youth Cohort data reveal that students are paid less than non students in the labor force. Like the young men of the NLS male youth survey, both the students and the non students received higher wages as their years of education increased. As students age, both sexes experience wage increases. Finally, taken as a whole, secondary students' wages are generally lower than graduates' and dropouts' wages (Shapiro, 1983).

At age 16 sex does not appear to be associated with differing wages for the typical student who is a part-time worker in the non-union private sector in an urban area. However, by age 18 males' predicted wage is 5% greater than females' and the gap continues to widen. By age 20, the difference is greater than 12 percent. Women's relative wage positions deteriorate markedly with age and advancement in schooling (Shapiro, 1983). "In addition to a greater payoff to age, male students also benefit more from graduating from high school than do female students. Other personal characteristics, such as job tenure and knowledge of the world of work, are not significantly related to the wage rates of students" (Shapiro, 1983, p. 33). This finding differs from the NLS male youth survey which found a positive relationship between knowledge of the world of work and wage.

Youth's attitudes toward work are not significantly different from those of older workers. There is no evidence that they possess an "immature" view of work. They are however influenced negatively by unsatisfactory labor market experiences early in their work careers (Adrisani, 1978).

Both Parnes (1969) and Borus (1981) noted that whites are more positive about the nature of their jobs and more likely than blacks to express a high degree of liking for their jobs. This finding is also supported in the NLS male youth survey. White collar workers expressed greater satisfaction than blue collar. Those whose jobs held intrinsic worth for the employee were associated with greater liking than jobs with extrinsic worth (Parnes, 1969).

The Value of Youthwork

The views of parents regarding the value of work remain traditional. Indeed, several prestigious national commissions of the

past decade (Carnegie Commission on Policy Studies in Higher Education, National Commission on Youth and the President's Science Advisory Committee) have declared that paid work will teach responsibility to youth, will acquaint them with the labor market and will enhance the development of self-esteem and a work ethic. Greenberger and Steinberg (1986) found that parents felt that work would build character and acquaint teens with the facts about the "real" world. Most parents felt that it would be a good idea for their children to work. Parents further felt that work fosters responsibility and dependability, punctuality and the setting aside of personal preferences in order to meet work expectations - the same values extolled by the national commissions. These values are in agreement with the Protestant ethic that has long been prevalent in this country.

Greenberger, Steinberg, Vaux & Ruggerio (1981) tested the occupational competence and occupational cynicism models to determine whether adolescent's first time work experience had positive effects on work orientation, self-reliance, practical knowledge and occupational and educational expectations. They concluded:

> On the whole, the results suggest that first-time experience in the part-time labor force during the high school years affects the development of certain work-related attitudes and personality traits and the acquisition of knowledge about the world of work, but has little impact on long-range occupational reward values (p. 418-19).

An additional article by Steinberg, Greenberger, Garduque, Ruggiero & Vaux (1982) indicated that while working supports the development of personal responsibility, it does not facilitate social responsibility (concern for others). Working enhances the development of autonomy for

girls more than for boys. Teen involvement in school, family and peer commitments is diminished by work. Cynical attitudes and the acceptance of unethical work practices may be an undesirable effect of work. Additional negative consequences may include increased use of cigarettes and marijuana.

In his book Our Children Should be Working, Stephens (1979) echoes the themes found by Greenberger & Steinberg (1986). Working increases youngsters' understanding of life by showing them adult expectations. The value of money is also learned - what is required to make it, how to spend it, and how to manage it well. Strassels (1989) goes to the extent of recommending that very young teens work during the summer because of the benefits that accrue to the family. Children will develop a sound work ethic, will gain valuable experience that will serve them well in the future and will have a better understanding of what labor is all about. Furthermore, their earnings will probably be small enough that no taxes will need to be paid, thus there is a distinct economic advantage to the family.

Against the overwhelming tide of public opinion, it is difficult to argue that the work experience of today's teens may not foster these ideal values. There is however some evidence that the typical teen job may not be the success it is believed to be, or at least that its effects require further study.

Three dimensions of work experience may be used to evaluate the effects of a youngster's employment according to Greenberger & Steinberg (1986): whether skills or knowledge valuable for adult work life are learned, whether a financial need of the family or community is met, and whether there is on-the-job contact with adults who serve as role models for entrance into the adult world. They argue that the present complex

of jobs commonly available for youth are moving steadily away from these positive functions. Youth job descriptions indicate that job content is seldom related to adult employment, that most teens now work for reasons other than financial need and that the teen workplace is increasingly age segregated. Sixteen and seventeen year old participation in skilled labor has leveled off at less than five percent since 1960, the percentage holding factory jobs has dropped to about five percent since its peak in 1960 and farm work now involves less than four percent of teens. In the past, these occupations carried the potential for achievement of the three dimensions identified. The occupations available to teens in the past appeared to promote the development of these traditional values. Recent evidence indicates a significant change in the adolescent workplace that no longer supports the realization of traditional outcomes (Greenberger & Steinberg, 1981; Greenberger, Steinberg & Ruggerio, 1982; Greenberger & Steinberg 1986).

Critics that acknowledge that the youth work arena has changed, argue that while work experience may not teach what past work experience taught, important learning can occur in today's work setting. These critics feel that even if job site learning is not occupation specific, the learning that is available is valuable for later work performance. This line of reasoning is based on the premise that teens learn punctuality, responsibility etc. in the workplace that is transferable to adult type work. Based on actual observation of teens at work, Greenberger & Steinberg (1986) found the following:

1. Very few jobs in any category offer the chance to use skills teens have learned in school.
2. The average teen worker spends less than 10% of the time in reading, writing, arithmetic or similar activities.

3. More than one fourth of the typical young worker's time is spent cleaning things or carrying things.
4. Most jobs are characterized by little task variety, highly routinized actions and constant repetition of monotonous tasks.
5. The average food worker in the youth cohort uses school taught skills for one minute out of every hour. A youth employed as a skilled laborer however, spends 15% of the time in school taught activities.
6. Clerical workers spend more than 25% of their time reading, writing or doing computations, store clerks 10%.
7. The typical teen worker is given little or no opportunity for independent decision making in the workplace and often must repeat routinized tasks under significant time pressure.

Thus, Greenberger & Steinberg argue that both the opportunity for learning work skills and the opportunity to develop self-reliance and to practice decision making is severely limited in the adolescent workplace of today. In a study of secondary students in Alabama, Baker (1985) found that cooperative vocational education students developed positive work attitudes. It should be pointed out however, that jobs associated with these programs are often different from the "typical" teen jobs in that a higher level of skill is often required and specific skill training is included. Lewis (1983) described vocational cooperative experiences as including the opportunity to develop self-reliance etc. She noted that higher skill levels were especially associated with jobs filled by female students.

Lewin-Epstein (1981) found that students employed in jobs requiring increased training were likely to gain valuable skills. However,

"students in different jobs are exposed to quite different conditions, and any effort to promote or modify the work experience of youth while still in school should take these differences into account since some settings may be more beneficial than others even at such an early stage of labor force activity" (p. xxiii).

The value of work is often contrasted with the value of school. Concerns are expressed as to the effects of time spent at work upon school performance. Lewin-Epstein (1981) found that "students who did not work and students who worked 20 hours or more spent approximately the same amount of time on homework and watching television" (p. 54). However, students who work more than 20 hours a week read slightly less often than non-working students. Meyer (1987) concluded that certain students may require work limitations, but noted that "young people who are from families of low socioeconomic status (SES) or who are less successful in the school environment are likely to be working the most hours. Continuing to work more and more hours can, in turn, contribute to lowered grades. On the other hand, adolescents with higher grades and plans to go on for further education are more likely to work moderate hours so as not to jeopardize their continued academic achievement" (p. 146). She noted that the relationship between number of hours worked and grades is far from a simple one and that the conflicting results of previous studies indicate the need for additional examination of the issue. Berryman & Schneider (1982) found no relationship between work and academic performance in their study of 1277 Georgia secondary students. Schill, McCartin & Meyer (1985) found that higher GPAs were associated not only with teen employment, but also with higher SES and with parents who were employed in higher-status occupations. They concluded that the relationship between work and

academic achievement was complex. Students working less than 20 hours per week had the highest average GPA. Those working more than 20 hours per week and those who were unemployed had lower GPAs. Further, the results of the study led the authors to "question whether part-time employment actually works as an incentive to keep the less academically gifted in school" (Schill, McCartin & Meyer, 1985, p. 161).

Donohue (1984) examined the connection between job holding and work values. She concluded that vocational students who work are motivated more by intrinsic work values than nonvocational students who work. The differences between workers and nonworkers may be related to selection into the workplace as much as they are related to the work experience itself.

Closely related to work values is the work ethic. At a minimum, a positive work ethic includes (a) commitment to work, (b) job satisfaction, and (c) initiative. Commitment to work is positively related to an increased labor market participation rate. Job satisfaction relates positively to worker stability and loyalty and initiative positively affects earnings. Analysis across the range of NLS studies indicates that a positive work ethic is related to subsequent increases in average annual earnings, upward mobility and an increased acquisition of training and skills. This is particularly true for youth, women and the older worker. Improvement in occupational status and earnings is much less likely for those who hold job associated negative beliefs. In fact the evidence for the same three groups of workers indicates that negative work attitudes are associated with increased unemployment, decreased labor force participation and a below-average increase in annual wages. In addition, a comprehensive study of a decade of work experience supported the generalization that

"the wide variation in the quality of early labor market experience among ostensibly comparable youths is systematically related to changes in the strength of their work ethic" (Andrisani & Parnes, 1983, p. 113).

The previous findings appear to be related to the effects of attitude upon work. Less is known regarding the reciprocal relationship - the effects of work experience upon work ethic/attitude. Supporters of youth experience in the labor market maintain that one of the positive outcomes of youthwork is a positive work ethic which ultimately benefits the youngster in his/her adult work life. NLS data for young men 14-24 indicate that unfavorable work experiences, especially discriminatory experiences, early in work careers can influence the development of the work ethic in a negative direction (Andrisani & Parnes, 1983).

Kotlowitz (1986) summarized current concerns of educators and experts in adolescent development related to youth employment. He indicates a number of surveys that pictured difficulties associated with combining school and work. These included (a) fatigue preventing school attendance, (b) fatigue to the point of sleeping in class, (c) a lowering of teacher's expectations for student performance, (d) poor teen buying habits, (e) increased drug and alcohol use, (f) increased drop out rate for those working more than 20 hours a week, (g) cynicism about work and (h) poor grades.

The effect of youth employment upon delinquency also appears to be complex. Gottfredson (1984) found that preemployment characteristics appeared to be more related to subsequent delinquent behavior than work experience. She found the highest number of aggressive acts and rate of drug use among females who were working. She also found that workers of

both genders reported greater involvement in extracurricular activities than nonworkers.

Selected Youth Labor Market Behavior

The NLS 1966 male youth survey (ages 14-24) indicated that this cohort expressed more variability in a variety of labor market behaviors than any other age cohort. One example of the variability is found in job mobility. All types of mobility (a) between occupation groups, (b) within a firm and (c) geographic are common among all males of this group.

Like the NLS male youth survey, there is great variability in work force participation rates, unemployment rates and employment/population ratios, by race, sex and age among the NLS Youth Cohort (Santos, 1981). One fourth of persons in this age group worked year round and over 40% were employed for more than nine months out of the year (Borus, 1981). Almost half of the employed youth held only one job during the previous year, slightly more than one-fourth held two jobs and 13% held three or more jobs. Shapiro (1983) points out however, that the majority of youth remain in the same job for at least one year. There was a positive association between number of weeks worked in a year and number of jobs held. Youth were more likely to have more than one job when they worked a greater number of weeks. This association did not hold if the young person worked for the entire year (52 weeks). Males in high school are more likely to work and to work longer hours than their female counterparts. In order of frequency of job activity, white males lead the way, followed by white females, Hispanic males, black males, Hispanic females and finally black females. Whites are much more likely to hold several jobs compared with their minority counterparts (Shapiro, 1981).

Like the youth in the two previously cited national longitudinal studies, Borman's (1985) subjects experienced a significant degree of occupational mobility (25 participants and 46 job settings) during the year long course of the study (Borman, 1985).

The amount of occupational information for the 1966 male cohort increased with age - younger members of the cohort being relatively ignorant. Whites tended to possess significantly more such information than black youth. There was a positive relationship between amount of occupational information and wage. There was also a positive relationship between wage and the personal perception of the young men that they had progressed in their job (Parnes, 1969).

The Adolescent Worker Study (Borman, 1985) was designed to yield a thorough analysis of the job experiences and life histories of out-of-school working youth. However, findings appear to relate to all employed youth. The experiences of the study population revealed six dimensions of the work experience commonly encountered by youth. These included: job search, combating negative attributions of the job setting, fitting in when on the job, receiving training, negotiating authority and quitting or losing a job. These dimensions are likely to become significant issues during work life for every adolescent.

Even though the national labor market data for youth differs from the NLS surveys and the High School and Beyond survey there remains some value in understanding the gross flow of teenage movements. In this light, it is apparent from the Current Population Surveys of 1967-1977 that the gap between white teen and black teen participation continues to widen. The net effect is a severe difficulty in finding employment for the black teen (Smith & Vanski, 1978).

The participation rates of high school students in the labor force do not have a clear relationship to labor market behavior when students leave school. One illustration of this is the fact that in the eighteen year period 1960-1977, in-school females increased their participation rate in the labor market at a greater rate than out-of-school females. Because the clarity of the relationship between students work experience and employment following graduation is unclear, Lewin-Epstein (1981) argues that the meaning of unemployment for youth is most likely different from the meaning of unemployment for the typical adult. It may or may not be a clear measure of economic hardship. In addition, he posits that measuring attachment and commitment to the labor market by time spent at work, may not be a valid indicator of these values for youth who are often constrained by part time hours because of school attendance and by legal restrictions.

Summer jobs were very common among all students in the High School and Beyond survey. The segment working during the summer, is particularly high among minority groups when compared with the school year. This may be the result of the numerous summer job programs which target this population. For seniors, there is a positive relationship between number of hours worked between the junior and senior year and the likelihood of working during the school year. The number of hours worked during the school year also increases, the more one works in the summer. "This establishes summer jobs as an important part of increased contact with the work environment, with an effect beyond the simple function of substituting for learning activity when school is not in session" (Lewin-Epstein, 1981, p. 61).

Youthwork Legislation

Mitchell & Clapp (1978) point out that child labor laws actually regulate the labor market activity of teenagers rather than children. The laws typically limit participation for 14 to 17 year olds. The net effect however appears to be the restriction of total employment.

Lewin-Epstein (1981) summarizes points from several authors regarding legislation enacted during the first and middle portions of this century to restrict youth labor force participation. The net effect was the prolonging of adolescence and the isolating of youth from the adult world. He also concluded that differences in employment between sophomores and seniors were affected by age-related restrictions. Regulations appeared to effectively restrict labor market participation for 15 year olds.

Child labor legislation enacted in 1989 dealt with a considerable tension between employers' need for "workers in a shrinking labor pool and a concern for the impact that working during the school year has on the education of those who are employed" (Nelson, 1990, p. 36). New Hampshire now requires satisfactory academic performance before a student is issued a work certificate. The certificate is subject to revocation if academic performance slips. In addition, the maximum hours of work for 16-17 year olds is limited. New Hampshire has also commissioned a study committee to investigate the level of participation of secondary students' in school related activities and in work. In addition to Tennessee, Nebraska has requested a study of the effect of work on students. Rhode Island dropped maximum-hours restrictions for the summer employment of 16-18 year olds. New Jersey has added to the number of occupations in which 14-15 year olds may work until 9 p.m.. In California 13 year olds who are potential dropouts and who meet

specified requirements may work up to two hours a day and four hours a week (Nelson, 1990).

Recommendations

In their concluding chapter, Greenberger & Steinberg (1986) offer six dimensions that can be considered when evaluating the worth of any particular adolescent activity, but especially those activities that occupy the majority of teens time. These include promotion of (a) growth in autonomy, (b) social connectedness (cooperation and social responsibility), (c) learning and mastery of useful skills and information, (d) occupational development, (e) identity clarification, and (f) contact with appropriate adult role models that enhance the prior elements.

In light of these dimensions, they make several recommendations:

1. Policy makers should continue to limit the number of hours youth spend on the job.
2. Employers need to work to optimize adolescents' work environments.
3. Schools should promote the integration of youth's work experiences and school activities.
4. Parents must monitor the effects of their children's employment carefully.

Echoing the Greenberger & Steinberg (1986) recommendations, are several of those found in the William T. Grant Foundation's report The Forgotten Half: Non-College Youth in America (1988).

The report indicates:

1. Offer better paying jobs with clear paths of promotion to greater numbers of youths earlier in their working lives.

2. Increasing the flexibility in schools and other sources of learning.
3. Expand opportunities for youth to serve in their communities with sponsorship from local, state and private sources.
4. Emphasize the need of youth for supportive adult relationships during the teenage years.

Recent Research Pertaining to Education and Employment

Five studies were conducted which involved employers and vocational education personnel. Selected findings from these studies are germane to this study.

McNelly, Pierce, and Blowers (1990) found that 92.1% of the respondents indicated secondary schools should emphasize preparing students for entry-level employment and, based on two year postsecondary graduation rates, 92.8% of the respondents agreed that vocational education should receive greater emphasis. Further, 94% of the respondents felt that vocational graduates require less training time, and 91.7% felt that training costs are less for secondary vocational graduates.

Selberman's (1986) study had two suggestions to improve the status of high school vocational education.

1) Work on making vocational education more appealing to a wide range of students (college bound and non-college bound) by extending the school year and program offerings because the labor market needs skilled workers.
2) Offer more field base experiences (especially cooperative education).

Petty, McNelly, and Searle (1989), in a survey of Tennessee employers, found employers desired entry-level employees to have: a) Prior work experience in a similar job, b) High school vocational education, and c) cooperative education on-the-job training. The employers, 83.3%, believed the quality of work produced by the vocational education graduates was better than the work of the nonvocational graduates and 95.83% agreed that high school vocational education programs should offer work experience opportunities while still in school.

In a follow-up study of 1982 Tennessee high school graduates, Mann, McNelly, and Martin (1989), established that 17.2% of the respondents reported they attended a technical or area school, and of that number, 45% graduated; 21.7% attended a two-year college, and of that number 44% graduated; 61.7% attended a four-year college, and of that number, 66.2% graduated, and 13,7% served in the armed forces. Based on the above percentages, for the 1982 Tennessee high school graduates, 7.74% graduated from a technical or area school, 9.5% graduated from a two-year college, and 40.8% graduated from a four-year college.

Oregon State Department of Education (1988) blasted our educational system. To the credit of vocational education, the employers were also quick to say that cooperative education was the best way to combat the weaknesses of the educational system.

McNelly and Searle (1989), in a study pertaining to private sector involvement with vocational education, found that 83.9% of the respondents identified the benefit of a more reliable and continuous supply of workers. Of the respondents, 69.9% indicated their involvement with vocational education was because vocational education reduced their training costs. Of the vocational educators, 92.9%

perceived the benefit of private sector involvement for their graduates was employment opportunities for students.

Stonehouse (1987) conducted a study in Georgia. Two pertinent findings were employees with vocational education training required less in-house training and saved businesses valuable money spent on training.

Placement into employment has been an accountability issue for vocational education for many years. However, very few formal placement into employment programs exist. However, Thomas, Haskell, and McNelly (1989) found that better than one-fourth of the teachers responding to a survey have no free time during which to plan their instructional schedules during the past three years. A majority indicated the loss of such planning periods. This also means these teachers must work beyond normal working hours for placement of their students.

DEMOGRAPHIC PROFILES

In order to facilitate a better understanding of the findings, this first section presents a general demographic profile of the students and their parents.

Student Profile

General Data

The general demographic data gathered on the student sample (N-1980) across the state reveals (Table 1):

Grade Level

- 22.1% were freshmen (N=437).
- 19.6% were sophomores (N=388).
- 27.9% were juniors (N=552).
- 30.5% were seniors (N=603).

Gender

- 55.9% were females, 44.1% males.

Race

- 25.2% were Black, 72.6% were White, 0.8% Hispanic, and 1.4% were Other.

Location

- 62.6% attended a rural high school, 29.6%, an urban high school.

Working

- 54.0% had worked during the school year since they have been in high school, 46% had not.
- 44.8% of the respondents provided income data for this current school year.
- 39.6% of the Tennessee public secondary schools' students worked last year.

Table 1

General Student Demographics (N=1980)*

Grade Level	N	%	Gender	N*	%
9	437	22.1	Female	1097	55.9
10	388	19.6	Male	865	44.1
11	552	27.9			
12	603	30.5			

Race	N	%	Location	N	%
Black	495	25.2	Rural	1200	62.6
White	1425	72.6	Urban	780	39.4
Hispanic	15	0.8			
Other	28	1.4			

Worked During School Year Since High School	N	%	Participated in Co-op Voc. Ed.	N**	%
Yes	1067	54.0	Yes	308	30.6
No	908	46.0	No	697	69.4

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question

Program

- of those students who had worked during the school year, 31.9% participated in cooperative vocational education, 68.1% had not.

Grade Level Data

Data gathered on the students by grade level reveals (Table 2)

Grade Level and Gender

- 55.1% of the freshmen were female, 44.9%, male.
- 55.0% of the sophomores were female, 45.0%, male.
- 57.7% of the juniors were female, 52.3% male.
- 55.5% of the seniors were female, 44.5% male.

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Table 2

Student Grade Level Data (N=1980)*

Gender by Grade Level

	9		10		11		12	
	N	%	N	%	N	%	N	%
Female	239	55.1	210	55.0	314	57.7	334	55.5
Male	195	44.9	172	45.9	230	42.3	268	44.5
Total	434		382		544		602	

Race by Grade Level

	9		10		11		12	
	N	%	N	%	N	%	N	%
Black	98	22.6	96	25.0	241	44.2	60	10.0
Hispanic	5	1.2	2	0.5	3	0.6	5	0.8
White	321	74.1	283	73.7	293	53.8	527	87.8
Other	9	2.1	3	0.8	8	1.5	8	1.3
Total	433		384		545		600	

Location of School by Grade Level

	9		10		11		12	
	N	%	N	%	N	%	N	%
Rural	310	70.9	255	65.7	317	57.4	318	52.7
Urban	127	29.1	133	34.3	235	42.6	285	47.3
Total	437		388		552		603	

Worked During the School Year by Grade Level

	9		10		11		12	
	N	%	N	%	N	%	N	%
Yes	52	12.0	115	30.1	268	49.3	425	70.6
No	382	88.0	267	69.9	276	50.7	177	29.4

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Table 2 (Cont'd)

Student Grade Level Data (N=1980)*

Participated in Cooperative Vocational Education by Grade Level**

	9		10		11		12	
	N	%	N	%	N	%	N	%
Yes	12	23.1	34	29.6	72	26.9	57	17.5
No	40	76.9	81	70.4	196	73.1	268	82.5

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Grade Level and Race

- 22.6% of the freshmen were Black, 1.2% Hispanic, 74.1% White, and 2.1% other.
- 25.0% of the sophomores were Black, 0.5% Hispanic, 73.7% White, and 0.8% other.
- 44.2% of the juniors were Black, 0.6% Hispanic, 53.8% White, and 1.5% other.
- 10.0% of the seniors were Black, 0.8% Hispanic, 87.8% White, and 1.3% other.

Grade Level and Location

- 70.9% of the ninth graders attended a rural high school, 29.1% an urban high school.
- 65.7% of the sophomores attended a rural high school, 34.3%, an urban high school.
- 57.4% of the juniors attended a rural high school, 42.6%, an urban high school.
- 52.7% of the seniors attended a rural high school, 47.3%, an urban high school.

Grade Level and Work

- 12.0% of the freshmen had worked during the school year, 88.0% had not.
- 30.1% of the sophomores had worked during the school year, 69.9% had not.
- 49.3% of the juniors had worked during the school year, 50.7% had not.
- 70.6% of the seniors had worked during the school year, 29.4% had not.

Grade Level and Program

- of the freshmen who reported working during the school year, 23.1% participated in cooperative vocational education; 76.% did not participate.
- of the sophomores who reported working during the school year, 29.6% participated in cooperative vocational education, 70.4% did not participate.
- of the juniors who reported working during the school year, 26.9% participated in cooperative vocational education, 73.1% did not participate.
- of the seniors who reported working during the school year, 17.5% participated in cooperative vocational education, 82.5% did not participate.

Gender Data

Data gathered on the students by gender reveals (Table 3):

Gender and Grade Level

- 21.8% of the females were 9th graders, 19.1% sophomores, 28.6% juniors, and 30.4% were seniors.

Table 3

Student Gender Data (N-1980)*

Grade Level by Gender

	Female		Male	
	N	%	N	%
9th	239	21.8	195	22.5
10th	210	19.1	172	19.9
11th	314	28.6	230	26.6
12th	334	30.4	268	31.0
Total	1097		865	

Race by Gender

	Female		Male	
	N	%	N	%
Black	285	26.1	206	24.0
Hispanic	11	1.0	4	0.5
White	779	71.2	643	74.8
Other	19	1.7	7	0.8
Total	1094		860	

Location of High School by Gender

	Female		Male	
	N	%	N	%
Rural	652	59.4	539	62.3
Urban	445	40.6	326	37.7
Total	1097		865	

Worked During the School Year by Gender

	Female		Male	
	N	%	N	%
Yes	562	51.2	499	57.8
No	535	48.8	365	42.2
Total	1097		864	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Table 3 (Cont'd)

Student Gender Data (N-1980)*

Participated in Cooperative Vocational Education by Gender**

	Female		Male	
	N	%	N	%
Yes	171	31.8	137	29.3
No	366	68.2	331	70.7
Total	537		468	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

- 22.5% of the males were 9th graders, 19.9% sophomores, 26.6% juniors, and 31.0% were seniors.

Gender and Race

- 26.1% of the females were Black, 1.0% Hispanic, 71.2% White, and 1.7% were Other.
- 24.0% of the males were Black, 0.5% Hispanic, 74.8% White, and 0.8 were Other.

Gender and Location

- 59.4% of the females attended a rural high school, 40.6% an urban high school.
- 62.3% of the males attended a rural high school, 37.7% an urban high school.
- 51.2% of the females had worked during the school year, 48.2% had not.
- 57.8% of the males had worked during the school year, 42.2% had not.

Gender and Program

- of the females who reported working during the school year, 31.8% participated in cooperative vocational education, 68.2% did not participate.
- of the males who reported working during the school year, 29.3% participated in cooperative vocational education, 70.7% did not participate.

Race Data

Data gathered on the students by race reveals (Table 4):

Race and Grade Level

- 19.8% of the Black students were 9th graders, 19.4% sophomores, 48.7% juniors, and 12.1% were seniors.
- 33.3% of the Hispanic students were 9th graders, 13.3% sophomores, 20.0% juniors, and 33.3% were seniors.
- 22.5% of the White students were 9th graders, 19.9% sophomores, 20.6% juniors, and 37.0% were seniors.
- 32.1% of the other students were 9th graders, 10.7% sophomores, 28.6% juniors, and 28.7% were seniors.

Race and Gender

- 58.0% of the Black students were female, 42.0% male.
- 73.3% of the Hispanic students were female, 26.7% male.
- 54.8% of the White students were female, 45.2% male.
- 73.1% of the Other students were female, 26.9% male.

Race and Location

- 7.5% of the Black students attended a rural high school, 92.5% an urban high school.
- 46.7% of the Hispanic students attended a rural high school, 92.5% an urban high school.

Table 4

Student Race Data (N=1980)

Grade Level by Race

	Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
9th	98	19.8	5	33.3	321	22.5	9	32.1
10th	96	19.4	2	13.3	283	19.9	3	10.7
11th	241	48.7	3	20.0	293	20.6	8	28.6
12th	60	12.1	5	33.3	527	37.0	8	28.7
Total	495		15		1424		28	

Gender by Race

	Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Female	285	58.0	11	73.3	779	54.8	19	73.1
Male	206	42.0	4	26.7	643	45.2	7	26.9
Total	491		15		1422		26	

Location of High School by Race

	Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Rural	37	7.5	7	46.7	1138	79.9	7	25.0
Urban	458	92.5	8	53.3	286	20.1	21	75.0
Total	493		15		1423		28	

Worked During the School Year by Race

	Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Yes	257	52.1	8	53.3	783	55.0	14	50.0
No	236	47.9	7	46.7	640	45.0	14	50.0
Total	493		15		1423		28	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Table 4 (Cont'd)

Student Race Data (N=1980)

Participated in Cooperative Vocational Education by Race**

	Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Yes	58	24.7	1	14.3	246	32.7	5	38.5
No	177	75.3	6	85.7	506	67.3	8	61.5
Total	235		7		752		13	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

- 79.9% of the White students attended a rural high school, 20.1% an urban high school.
- 25.0% of the other students attended a rural high school, 75.0% an urban high school.

Race and Work

- 52.1% of the Black students worked during the school year, 47.9 had not.
- 53.3% of the Hispanic students had worked during the school year, 46.7% had not.
- 55.0% of the White students had worked during the school year, 45.0% had not.
- 50.0% of the other students had worked during the school year, 50.0% had not.

Race and Program

- of the Black students who reported working during the school year, 24.7% participated in cooperative vocational education, 75.3% did not participate.

- of the Hispanic students who reported working during the school year, 14.3% participated in cooperative vocational education, 85.7% did not participate.
- of the White students who reported working during the school year, 32.7% participated in cooperative vocational education, 67.3% did not participate.
- of the other students who reported working during the school year, 38.5% participated in cooperative vocational education, 61.5% did not participate.

Location of High School Data

Data gathered on the students by location of high school attended reveals (Table 5):

Location and Grade Level

- 25.8% of the students attending a rural high school were 9th graders, 21.2% sophomores, 26.4% juniors, and 26.5% were seniors.
- 16.3% of the students attending an urban high school were 9th graders, 17.0% sophomores, 30.1% juniors, and 36.5% were seniors.

Location and Gender

- 54.7% of the students attending a rural high school were females, 45.3% males.
- 57.7% of the students attending an urban high school were females, 42.3% males.

Location and Race

- 3.1% of the students attending a rural high school were Black, 0.6% Hispanic, 95.7% White, and 0.6% were Other.

Location and Work

- 51.7% of the students attending a rural high school worked during the school year, 49.3% had not.

Table 5

Location of High School Attended Data (N=1980)*

Grade Level by Location of High School

	Rural		Urban	
	N	%	N	%
9th	310	25.8	127	16.3
10th	255	21.2	133	17.0
11th	317	26.4	235	30.1
12th	318	26.5	285	36.5
Total	1200		780	

Gender by Location of High School

	Rural		Urban	
	N	%	N	%
Female	652	54.7	445	57.7
Male	539	45.3	326	42.3
Total	1191		771	

Race by Location of High School

	Rural		Urban	
	N	%	N	%
Black	37	3.1	458	59.2
Hispanic	7	0.6	8	1.0
White	1138	95.7	286	37.0
Other	7	0.6	21	2.7
Total	1189		773	

Worked During the School Year by Location of High School

	Rural		Urban	
	N	%	N	%
Yes	607	51.7	460	59.1
No	590	49.3	318	40.9
Total	1197		778	

* Ns may vary due to non response by students.

** Students that had not worked during the school year were not eligible to respond to this question.

Table 5 (Cont'd)

Location of High School Attended Data (N=1980)*

Participated in Cooperative Vocational Education by Location of High School

	Rural		Urban	
	N	%	N	%
Yes	190	33.0	120	27.5
No	386	67.0	316	72.5
Total	576		436	

* Ns may vary due to non response by students.

** Students that had not worked during the school year were not eligible to respond to this question.

- 59.1% of the students attending an urban high school worked during the school year, 40.9% had not.

Location and Program

- of the students attending a rural high school who reported working during the school year, 33.0% participated in cooperative vocational education, 67.0% did not participate.
- of the students attending an urban high school who reported working during the school year, 27.5% participated in cooperative vocational education, 72.5% did not participate.

Work Data

Data gathered on the students who worked during the school year reveals (Table 6):

Work and Grade Level

- 6.0% of the students who worked during the school year were freshmen, 13.4% sophomores, 31.2% juniors and 49.4% were seniors.
- 53.0% of the students who worked during the school year were females, 47.0% males.

Table 6

Worked During the School Year Data (N=1980)*

Grade Level by Worked During the School Year

	Yes		No	
	N	%	N	%
9th	52	6.0	382	34.7
10th	115	13.4	267	24.2
11th	268	31.2	276	25.0
12th	425	49.4	177	16.1
Total	860		1102	

Gender by Worked During the School Year

	Yes		No	
	N	%	N	%
Female	562	53.0	535	59.4
Male	499	47.0	365	40.6
Total	1061		900	

Race by Worked During the School Year

	Yes		No	
	N	%	N	%
Black	257	24.2	236	26.3
Hispanic	8	0.8	7	0.8
White	783	73.8	640	71.3
Other	14	1.3	14	1.6
Total	1062		897	

Location of High School
by Worked During the School Year

	Yes		No	
	N	%	N	%
Rural	607	56.9	590	65.0
Urban	460	43.1	318	35.0
Total	1067		908	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Table 6 (Cont'd)

Worked During the School Year Data (N=1980)*

Participated in Cooperative Vocational Education by Worked During the School Year

	Yes	
	N	%
Yes	310	30.7
No	699	69.3
Total	1009	

* Ns may vary due to non response by students.

** Students who had not worked during the school year were not eligible to respond to this question.

Work and Race

- 24.2% of the students who worked during the school year were Black, 0.8% Hispanic, 73.8% White, and 1.3% were Other.

Work and Location

- 56.9% of the students who worked during the school year attended a rural high school, 43.1% an urban high school.

Work and Program

- of the students who worked during the school year, 30.7% participated in cooperative vocational education, 69.3% did not participate.

Cooperative Vocational Education Data

Data gathered on the students who participated in cooperative vocational education reveals (Table 7):

Co-op Program and Grade Level

- 6.8% of the students who participated in cooperative vocational education were ninth graders, 19.4% sophomores, 41.1% juniors, and 32.6% were seniors.

Table 7

Participated in Cooperative Vocational Education Data** (n=310)*

Grade Level by Participation in Cooperative Vocational Education**

	Yes		No	
	N	%	N	%
9th	12	6.8	40	6.8
10th	34	19.4	81	13.8
11th	72	41.1	196	33.5
12th	57	32.6	268	45.8
Total	175		585	

Gender by Participation in Cooperative Vocational Education**

	Yes		No	
	N	%	N	%
Female	171	55.5	366	52.5
Male	137	44.5	331	47.5
Total	308		697	

Race by Participation in Cooperative Vocational Education**

	Yes		No	
	N	%	N	%
Black	58	18.7	177	25.4
Hispanic	1	0.3	6	0.9
White	246	79.4	506	72.6
Other	5	1.6	8	1.2
Total	310		697	

Location of High School by Participation in Cooperative Vocational Education**

	Yes		No	
	N	%	N	%
Rural	190	61.3	386	55.0
Urban	120	38.7	316	45.0
Total	310		702	

* Ns may vary due to non response by students.
** Students who did not work during the school year were not eligible to respond to this question.

Co-op Program and Gender

- 55.5% of the students who participated in cooperative vocational education were female, 44.5% male.

Co-op Program and Race

- 18.7% of the students who participated in cooperative vocational education were Black, 0.3% Hispanic, 79.4% White, and 1.6% were Other.

Co-op Program and Location

- 61.3% of the students who participated in cooperative vocational education attended a rural high school, 38.7%, an urban high school.

Parent Profile

The general demographic data gathered on the parent sample (N=1056) across the state reveals (Table 8):

A general description of the parent who responded to the survey is a forty-one year old, white female with slightly more than a high school education having two children at home.

Gender

- 74.3% of the parents who responded were female, 25.7% were male.

Age

- 20.4% of the parents who responded were 35 years old or younger, 33.3% were between 36 to 40, 24.8% were between 41 to 45, 13.7 were between 46 to 50, 4.7% were between 51 to 55, 1.4% were between 56 to 60, and 1.7% were over 60 years old.

Race

- 25.0% of the parents who responded were Black, 0.5% Hispanic, 73.3% White, and 1.3% Other.

Table 8

General Parent Demographics (N=1035)*

Gender of Parents Who Responded

Sex	N	%
Female	759	74.3
Male	262	25.7
Total	1021	

Age of Parents Who Responded

Age	N	%
Up to 35	190	20.4
36-40	310	33.3
41-45	231	24.8
46-50	128	13.7
51-55	44	4.7
56-60	13	1.4
Over 60	16	1.7
Total	932	

Race of Parents Who Responded

Race	N	%
Black	255	25.0
Hispanic	5	0.5
White	748	73.3
Other	13	1.3
Total	1021	

Location of Residence of Parents Who Responded

Location	N	%
Rural	649	63.6
Urban	372	36.4
Total	1021	

* Ns may vary due to non response of parents.

Table 8 (Cont'd)

General Parent Demographics (N=1035)*

Educational Level of Parents Who Responded

Educational Level	N	%
Less than high school	211	20.7
High school graduate	445	43.6
Some college	199	19.5
College graduate	165	16.2
Total	1020	

Number of Children at Home of Parents Who Responded

#	N	%
1	307	29.7
2	406	39.3
3	210	20.3
4	76	7.4
5	18	1.7
6	9	0.9
7	3	0.3
8	1	0.1
Total	1030	

Grade Level of Son or Daughter of Parents Who Responded

Grade Level	N	%
9th	351	33.2
10th	172	16.3
11th	265	25.1
12th	268	25.4
Total	1056	

Son or Daughter Has Part-Time Job

	N	%
Yes	403	38.6
No	641	61.4

* Ns may vary due to non response of parents.

Table 8 (Cont'd)

General Parent Demographics (N=1035)*

Son or Daughter Participates in Cooperative Vocational Education

	N	%
Yes	199	19.5
No	823	80.5

Would Like for Son or Daughter to Have Part-Time Job

	N	%
Yes	729	83.2
No	147	16.8

* Ns may vary due to non response of parents.

Location

- 63.6% of the parents who responded resided in a rural setting, 36.4% in an urban setting.

Educational Level

- 20.7% of the parents who responded has less than a high school education, 43.6% were high school graduates, 19.5% had some college, and 16.2% were college graduates.

Children at Home

- 29.7% of the parents who responded had one son or daughter at home, 39.3% had two, 20.3% had three, 7.4% had four, 1.7% had five, 0.9% had six, 0.3% had seven and 0.1% had eight.

Grade Level of Son or Daughter

- 33.2% of the parents who responded had a son or daughter in the ninth grade, 16.3% had a sophomore, 25.1% a junior, and 25.4% a senior.

Work

- 38.6% of the parents who responded had a son or daughter working part time.

Co-op Program

- 19.5% of the parents who responded had a son or daughter participating in cooperative vocational education.

Want Son or Daughter to Work

- if their son or daughter was not working, 83.2% of the parents would like for him/her to have a part-time job, 16.8% would not.

Parent Response to Critical Questions

Data gathered from parents on critical questions concerning students holding part-time jobs (Table 9):

Work During School Year

- 93.2% of the parents state students should be allowed to hold a part-time job during the school year, 6.8% state they should not.

Hours to Work

- 1.6% of the parents state students should be allowed to work five or less hours per week (including weekends), 3.2% between 6-10, 5.6% between 11-15, 51.9% between 16-20, 13.8% between 21-25, 16.4% between 26-30, 3.3% between 31-35, 3.6% between 36-40, and 0.6% state students should be allowed to work more than 40 hours per week.

How Late to Work

- 0.1% of the parents state students should not be allowed to work the evening before a school day, 1.0% state students should not work after 5:00 PM, 2.3% after 6:00 PM, 0.2% after 6:30 PM, 4.2% after 7:00 PM, 0.8% after 7:30 PM, 11.4% after 8:00 PM, 1.7%

Table 9

Parent Response to Critical Questions Concerning Students Holding Part-Time Jobs (N=1056)*

Should High School Students be Allowed to Hold Part-Time Jobs During School Year?

	N	%
Yes	970	93.2
No	71	6.8

How Many Hours Per Week (Including Weekends) a High School Students Should be Allowed to Work?

# of Hours	N	%
5 or Less	16	1.6
6-10	32	3.2
11-15	57	5.6
16-20	522	51.9
21-25	139	13.8
26-30	165	16.4
31-35	33	3.3
36-40	36	3.6
More than 40	6	0.6

How Late Should a High School Student be Allowed to Work the Evening Before a School Day?

Time (PM)	N	%
0**	1	0.1
5:00	13	1.0
6:00	24	2.3
6:30	2	0.2
7:00	43	4.2
7:30	8	0.8
8:00	118	11.4
8:30	18	1.7
9:00	309	29.9
9:30	31	3.0
10:00	333	32.3
10:30	22	2.1
11:00	87	8.4
11:30	8	0.8
12:00 Midnight	16	1.6

* Ns may vary due to non response of parents.

** Not allowed to work the evening before a school day.

Table 9 (Cont'd)

Parent Response to Critical Questions Concerning Students Holding Part-Time Jobs (N=1056)*

A Representative From the School Should Monitor Students' School Progress

	N	%
Yes	853	82.7
No	178	17.3

* Ns may vary due to non response of parents.

after 8:30 PM, 29.9% after 9:00 PM, 3.0% after 9:30 PM, 32.3% after 10:00 PM, 2.1% after 10.30 PM, 8.4% after 11:00 PM, 0.8% after 11:30 PM, and 1.6% after 12:00 Midnight.

Supervision from School

- 82.7% of the parents state a representative from the school should monitor the student's after school progress, 17.3% state they should not monitor progress.

STUDENTS' RESPONSES

Students were compared by several variables. These include: their working status (vocational cooperative versus non participation in a vocational cooperative program); community location (rural or urban) for all students; students' reasons for working; and students reasons' for not working during the school year. These comparisons are presented below with tables in the above order.

Co-op to Non Co-op Students

From the state wide survey data were gathered on students by working status (co-op versus non-coop) on opinions about high school students working. This information is summarized in Table 10. These data reveal the following:

The three items with the highest mean ratings for the non-co-op students are:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

The three items with the lowest mean rating for the non-co-op students are:

Item 5a Working part-time while in high school helps students improve their grades.

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 13 High school students should be limited to 10 hours of work each week (including weekends).

Table 10

Students Working Co-op to Working Non Co-op Students

Item	Non Co-op	Co-op	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.46	3.58	+.12
2. Paid work experience is the best way for high school students to learn what employers expect.	3.25	3.39	+.14
3. All high school students should be prepared for the world of work upon graduation.	3.36	3.47	+.11
4. High school students learn how to work with others when they work for pay.	3.07	3.29	+.22
5. Working part-time while in high school helps students:			
a. improve their grades.	2.06	2.35	+.29
b. improve their school attendance.	2.12	2.43	+.31
c. improve their attitude toward high school.	2.47	2.71	+.24
d. learn how to improve their money management.	3.29	3.40	+.11
6. Working for pay is as valuable as high school course work.	2.53	2.76	+.23
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.60	2.87	+.27
b. paid work that is supervised by high school personnel.	2.75	2.95	+.20
8. Vocational subjects help high school students relate to the world of work.	3.21	3.50	+.29
9. Some employers take advantage of students who work part time.	3.12	3.14	
10. High school students should be allowed to work as many hours as they wish.	2.57	2.71	+.14

Table 10 (Cont'd)

Students Working Co-op to Working Non Co-op Students

Item	Non Co-op	Co-op	Sig. Diff.
11. Working part-time while in high school will:			
a. help students remain in school.	2.34	2.63	+.29
b. keep students from other school activities.	2.74	2.70	
c. reduce studying time.	2.84	2.70	-.14
d. help pay for school expenses.	3.23	3.22	
e. give students constructive use of their time.	3.04	3.17	+.13
f. provide valuable work experience.	3.29	3.42	+.13
12. Academic subjects help students relate to the world of work.	2.68	2.73	
13. High school students should b limited to 20 hours of work each week (including weekends).	2.28	2.25	
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.37	2.25	-.12
15. A high school representative should assist students in securing part-time jobs.	2.69	2.81	+.12
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.03	3.10	
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.05	3.23	+.18
b. improve time management.	3.06	3.19	+.13
c. become more responsible for their actions.	3.24	3.33	+.09
d. appreciate their high school courses.	2.60	2.86	+.26
e. make realistic career decisions.	3.20	3.38	+.18

Table 10 (Cont'd)

Students Working Co-op to Working Non Co-op Students

Item	Non Co-op	Co-op	Sig. Diff.
18. High schools should emphasize preparing for college.	3.49	3.38	-.11

The three items with the highest mean ratings for the co-op students are:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high students should be prepared for the world of work upon graduation.

Item 8 Vocational subjects help high school students relate to the world of work.

The three items with the lowest mean rating for the co-op students are:

Item 5a Working part-time while in high school helps students improve their grades.

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 13 High school students should be limited to 10 hours of work each week (including weekends).

The three items rated highest by the co-op students and with the overall greatest significant difference between the non co-op and co-op students are:

Item 5a Working part-time while in high school helps students improve their grades (a tie with Item 5b).

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 7 Academic credit should be awarded for any paid work experience during the school year.

Item 8 Vocational subjects help high school students relate to the world of work.

Item 11a Working part-time while in high school will help students remain in school.

Location

From the state wide survey data were gathered on all students by location (rural versus urban) on opinions about high school students working. This information is summarized in Table 11. These data reveal the following:

The three items with the highest mean ratings for the rural students are:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 5 Working part-time while in high school helps students learn how to improve their money management.

Item 8 Vocational subjects help high school students relate to the world of work.

The three items with the lowest mean rating for the rural students are:

Item 5a Working part-time while in high school helps students improve their grades.

Item 5b Working part-time while in high school helps students improve their school attendance.

Table 11

Students Rural to Urban

Item	Urban Mean	Rural Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.43	3.48	
2. Paid work experience is the best way for high school students to learn what employers expect.	3.24	3.24	
3. All high school students should be prepared for the world of work upon graduation.	3.37	3.35	
4. High school students learn how to work with others when they work for pay.	3.00	3.12	+.12
5. Working part-time while in high school helps students:			
a. improve their grades.	2.10	2.12	
b. improve their school attendance.	2.13	2.20	+.07
c. improve their attitude toward high school.	2.47	2.54	+.08
d. learn how to improve their money management.	3.25	3.34	+.09
6. Working for pay is as valuable as high school course work.	2.48	2.59	+.11
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.54	2.63	+.09
b. paid work that is supervised by high school personnel.	2.80	2.79	
8. Vocational subjects help high school students relate to the world of work.	3.24	3.25	
9. Some employers take advantage of students who work part time.	3.13	3.06	-.07
10. High school students should be allowed to work as many hours as they wish.	2.52	2.58	

Table 11 (Cont'd)

Students Rural to Urban

Item	Urban Mean	Rural Mean	Sig. Diff.
11. Working part-time while in high school will:			
a. help students remain in school.	2.32	2.40	+.08
b. keep students from other school activities.	2.70	2.72	
c. reduce studying time.	2.83	2.80	
d. help pay for school expenses.	3.24	3.19	
e. give students constructive use of their time.	3.09	3.04	-.05
f. provide valuable work experience.	3.28	3.30	
12. Academic subjects help students relate to the world of work.	2.82	2.74	-.08
13. High school students should be limited to 20 hours of work each week (including weekends).	2.42	2.29	-.13
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.43	2.41	
15. A high school representative should assist students in securing part-time jobs.	2.88	2.74	-.14
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.08	3.04	
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.05	3.09	
b. improve time management.	3.02	3.10	+.08
c. become more responsible for their actions.	3.22	3.24	
d. appreciate their high school courses.	3.63	3.76	
e. make realistic career decisions.	3.22	3.24	

Table 11 (Cont'd)

Students Rural to Urban

Item	Urban Mean	Rural Mean	Sig. Diff.
18. High schools should emphasize preparing for college.	3.53	3.42	-.11

Item 11a Working part-time while in high school will help students remain in school.

The three items with the highest mean ratings for the urban students are:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

The three items with the lowest mean rating for the urban students are:

Item 5a Working part-time while in high school helps students improve their grades.

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 11a Working part-time while in high school will help students remain in school.

The three items rated significantly highest by the urban students and with the overall greatest significant difference between the rural and urban students are:

Item 13 High school students should be limited to 10 hours of work each week (including weekends).

Item 15 A high school representative should assist students in securing part-time jobs.

Item 18 High schools should emphasize preparing for college.

The three items rated lowest by the urban students and with the overall greatest significant difference between the rural and urban students are:

Item 4 High school students learn how to work with others when they work for pay (tie with 5d).

Item 5d Working part-time while in high school helps students learn how to improve their money management.

Item 5c Working part-time while in high school helps students improve their attitude toward high school.

Item 7 Academic credit should be awarded for any paid work experience during the school year (tie with 5c).

Item 11a Working part-time while in high school will help students remain in school.

Item 12 Academic subjects help students relate to the world of work.

Item 17b Working part-time while in high school helps students improve time management.

Students Reasons for Not Working During the School Year

Students were asked to respond to the question: Have you ever worked during the school year (September to June)? Those students answering no were asked to respond to several reasons for not working during the school year. This information is presented in Table 12. Due to respondent omissions the totals are not all the same.

Table 12

Student Reasons For Not Working During the School Year

Reasons For Not Working	Yes N	Yes %	No N	No %
Parents won't let me	201	22.5	691	77.5
No transportation	324	36.2	572	63.8
Don't want to work	266	29.8	628	70.2
Afraid it would hurt my grade average	319	35.6	578	64.4
No time to work due to studying to maintain grade point average	300	33.6	594	66.4
Parents give me all the money I need	303	33.8	593	66.2
I have tried to get a job, but haven't been hired	258	28.8	639	71.2
No time--I am involved in many other high school activities	269	30.1	625	69.9
Not old enough	389	43.3	510	56.7
I must help at home	275	30.7	620	69.3
Present health conditions won't let me	30	3.4	861	96.6
No time--I volunteer to help in the community at no pay	54	6.1	837	93.9

The following is a listing of the reasons for not working from the most frequently cited to the least frequently cited.

1. Not old enough.
2. No transportation.
3. Afraid it would hurt my grade average.
4. Parents give me all the money I need.

5. No time to work due to studying to maintain grade point average.
6. I must help at home.
7. No time--I am involved in many other high school activities.
8. Don't want to work.
9. I tried to get a job, but haven't been hired.
10. Parents won't let me.
11. No time--I volunteer to help in the community at no pay.
12. Present health conditions won't let me.

Three hundred-eighty-nine, or 43.3% of the students responding to not old enough responded, " yes." The second highest number, 324, or 36.2% of the respondents indicated they had no transportation. The third highest number, 319, or 35.6% of the respondents felt it would hurt their grade point average. The fourth highest number, 303, or 33.8% of the respondents indicated their parents gave them all the money they needed. The fifth highest number, 300, or 33.6% of the respondents indicated they had no time to work due to studying to maintain their grade point average.

The sixth highest number, 275, or 30.7% of the respondents indicated they must help at home. The seventh highest number, 369, or 30.1% of the respondents indicated they had no time--they are involved in many other high school activities. The eighth highest number, 266, or 29.8% of the respondents did not want to work. The ninth highest number, 258, or 28.8% of the respondents have tried to get a job but haven't been hired. The 10th highest number, 201, or 22.5% of the respondents indicated their parents won't let them. The 11th highest number, 54, or 6.1% of the respondents indicated they have no time--they

volunteer to help in the community at no pay. The lowest number, 30, or 3.4% of the respondents indicated their present health won't let them.

Students Reasons for Working During the School Year

Students were asked to respond to the question: Have you ever worked during the school year (September to June)? Those students answering "yes" were asked to respond to the extent that several reasons influence them working during the school year. The response selections are None (1), Very Little (2), Some (3), and Great Amount (4). This information is presented in Table 13. Due to respondent omissions the totals are not the same.

The following is a summary of the responses of students working during the school year. Within the great amounts response selection, the working students responses are listed in descending order as follows:

1. Have some spending money.
2. Buy a car.
3. Buy clothes.
4. Pay for car insurance.
5. Help pay for school expenses.
6. Parents encouraged me to work.
7. Have something to do.
8. Save money for college.
9. Get away from home for awhile.
10. Help with family expenses.
11. Don't like high school.
12. High school class requirement.

Table 13

Reasons For Students Working During The School Year

Reasons for Working	Categories: None N	None %	Very Little N	Very Little %	Some N	Some %	Great Amount N	Great Amount %
Save money for college	328	33.6	170	17.42	303	31.05	175	17.93
Help with family expenses	285	29.2	238	24.39	304	31.5	149	15.27
Help pay for school expenses	132	13.52	184	18.85	382	39.14	278	28.48
Have some spending money	15	1.54	42	4.31	236	24.21	682	69.95
Buy a car	211	21.62	112	11.48	198	20.29	455	46.62
Pay for car insurance	283	29.03	97	9.95	204	20.92	391	40.10
Buy clothes	40	4.10	125	12.82	363	37.23	447	45.85
Parents encourage me to work	164	16.86	227	23.33	376	38.64	206	21.17
Don't like high school	525	54.07	196	20.19	163	16.79	87	8.96
High school class requirement	627	64.51	116	11.93	143	14.71	86	8.85
Get away from home for awhile	294	30.18	224	23.00	295	30.29	161	16.53
Have something to do	202	20.98	186	19.31	384	39.88	191	19.83

Six hundred and eighty-two, or 69.95% of the students responding to have some spending money rated this item as having a great amount of influence. The second highest number, 455, or 46.62% of the respondents indicated that buying a car had a great amount of influence. The third highest rated item was buy clothes for 447, or 45.85% of the

respondents. The fourth highest rated item was pay for car insurance for 391, or 40.10% of the respondents. The fifth highest rated item was help pay for school expenses for 278, or 28.48% of the respondents. The sixth highest rated item was parents encourage me to work for 206, or 21.17% of the respondents. The seventh highest rated item was have something to do for 191, or 19.83% of the respondents. The eighth highest rated item was save money for college for 175, or 17.93% of the respondents. The ninth highest rated item was get away from home for awhile for 161, or 16.53% of the respondents. The 10th highest rated item was help with family expenses for 149, or 15.27% of the respondents. The 11th highest rated item was don't like high school for 87, or 8.96% of the respondents. The lowest rated item was high school class requirement for 86, or 8.85% of the respondents.

By assigning a value of 1 to very little, 2 to some, and 3 to great amount, a weighted value was established. The some reasons remain as listed in the findings but do change with respect to order of most important reasons. The five most important reasons for working in descending order are: buy clothes, have some spending money, buy a car, help pay for school expenses, and pay for car insurance. The students are spending their money on items that are very important to them.

Total Parent's Opinions

Data gathered on all parents who responded to the survey (N=1035) concerning opinions about high school students working reveals (Table 14):

- Sixteen of the opinion items had a mean rating of 3.0 or better on a four point Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The items are:

  Item 1 High school students should have the benefit of holding a paying job before graduation.

  Item 2 Paid work experience is the best way for high school students to learn what employers expect.

  Item 3 All high school students should be prepared for the world of work upon graduation.

  Item 4 High school students learn how to work with others when they work for pay.

  Item 5d Working part-time while in high school helps students learn how to improve their money management.

  Item 8 Vocational subjects help high school students relate to the world of work.

  Item 9 Some employers take advantage of students who work part time.

  Item 11d Working part-time while in high school will help pay for school expenses.

Table 14

Parents' Mean Response to Opinions About High School Students Working (N=1056)*

Item	N*	Mean	Standard Deviation
1. High school students should have the benefit of holding a paying job before graduating.	1053	3.3	0.60
2. Paid work experience is the best way for high school students to learn what employers expect.	1052	3.2	0.63
3. All high school students should be prepared for the world of work upon graduation.	1053	3.3	0.66
4. High school students learn how to work with others when they work for pay.	1042	3.0	0.69
5. Working part-time while in high school helps students:			
a. improve their grades.	1001	2.2	0.70
b. improve their school attendance.	998	2.3	0.74
c. improve their attitude toward high school.	998	2.6	0.76
d. learn how to improve their money management.	1044	3.2	0.65
6. Working for pay is as valuable as high school course work.	1038	2.5	0.88
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	1023	2.5	0.80
b. paid work that is supervised by high school personnel.	1018	2.8	0.74
8. Vocational subjects help high school students relate to the world of work.	1056	3.2	0.55
9. Some employers take advantage of students who work part time.	1051	3.1	0.70
10. High school students should be allowed to work as many hours as they wish.	1049	2.0	0.81

Table 14 (Cont'd)

Parents' Mean Response to Opinions About High School Students Working (N=1056)*

Item	N*	Mean	Standard Deviation
11. Working part-time while in high school will:			
a. help students remain in school.	1002	2.4	0.72
b. keep students from other school activities.	997	2.7	0.70
c. reduce studying time.	1001	2.8	0.72
d. help pay for school expenses.	1018	3.0	0.62
e. give students constructive use of their time.	1025	3.0	0.60
f. provide valuable work experience.	1021	3.2	0.58
12. Academic subjects help students relate to the world of work.	1021	2.9	0.66
13. High school students should be limited to 20 hours of work each week (including weekends).	1045	2.9	0.82
14. Working more than 20 hours a week will cause high school students' grades to drop.	1047	2.8	0.81
15. A high school representative should assist students in securing part-time jobs.	1038	2.9	0.69
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	1044	3.0	0.65
17. Working part-time while in high school helps students:			
a. feel better about themselves.	1029	3.1	0.60
b. improve time management.	1029	3.1	0.57
c. become more responsible for their actions.	1034	3.2	0.56
d. appreciate their high school courses.	1009	2.8	0.71
e. make realistic career decisions.	1026	3.1	0.65

Table 14 (Cont'd)

Parents' Mean Response to Opinions About High School Students Working (N=1056)*

Item	N*	Mean	Standard Deviation
18. High schools should emphasize preparing for college.	1025	3.4	0.63

* Ns may vary due to non response by parents.

Item 11e Working part-time while in high school will give students constructive use of their time.

Item 11f Working part-time while in high school will provide valuable work experience.

Item 16 Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.

Item 17a Working part-time while in high school helps students feel better about themselves.

Item 17b Working part-time while in high school helps students improve time management.

Item 17c Working part-time while in high school helps students become more responsible for their actions.

Item 18 High schools should emphasize preparing for college.

- Eleven of the opinion items had a mean rating between 2.5 to 2.0. The items are:

Item 5c Working part-time while in high school helps students improve their attitude toward high school.

Item 6 Working for pay is as valuable as high school course work.

Item 7a Academic credit should be awarded for any paid work experience during the school year.

Item 7b Academic credit should be awarded for paid work that is supervised by high school personnel.

Item 11b Working part-time while in high school will keep students from other school activities.

Item 11c Working part-time while in high school will reduce studying time.

Item 12 Academic subjects help students relate to the world of work.

Item 13 High school students should be limited 20 hours of work each week (including weekends).

Item 14 Working more than 20 hours a week will cause high school students' grades to drop.

Item 15 A high school representative should assist students in securing part-time jobs.

Item 17 Working part-time while in high school helps students appreciate their high school courses.

- Four of the opinion items had a mean rating below 2.5. The items are:

Item 5a Working part-time while in high school helps students improve their grades.

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 10 High school students should be allowed to work as many hours as they wish.

Item 11a Working part-time while in high school will help students remain in school.

Parents' Opinions by Location of Residence

Data gathered on parents by location of residence (rural/urban) on opinions about high school students working reveals (Table 15):

- The three items with the highest mean ratings for the rural parents are:

  Item 1 High school students should have the benefit of holding a pay job before graduating.

  Item 3 All high school students should be prepared for the world of work upon graduation.

  Item 18 High Schools should emphasize preparing for college.

- The three items with the lowest mean ratings for the rural parents are:

  Item 5a Working part-time while in high school helps students improve their grades.

  Item 5b Working part-time while in high school helps students improve their school attendance.

  Item 10 High school students should be allowed to work as many hours as they wish.

Parents' Opinions About High School Students Working by Location of Residence (Comparisons based on responses of urban parents)

Item	Urban Mean	Rural Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.29	3.29	
2. Paid work experience is the best way for high school students to learn what employers expect.	3.22	3.24	
3. All high school students should be prepared for the world of work upon graduation.	3.24	3.28	
4. High school students learn how to work with others when they work for pay.	2.98	3.11	+.13
5. Working part-time while in high school helps students:			
a. improve their grades.	2.20	2.21	
b. improve their school attendance.	2.22	2.31	+.09
c. improve their attitude toward high school.	2.51	2.60	+.09
d. learn how to improve their money management.	3.20	3.20	
6. Working for pay is as valuable as high school course work.	2.49	2.51	
7. Academic credit should be awarded for:	2.48	2.54	
a. any paid work experience during the school year.	2.48	2.54	
b. paid work that is supervised by high school personnel.	2.75	2.81	
8. Vocational subjects help high school students relate to the world of work.	3.17	3.21	
9. Some employers take advantage of students who work part time.	3.12	3.10	
10. High school students should be allowed to work as many hours as they wish.	2.03	1.96	

Table 15 (Cont'd)

Parents' Opinions About High School Students Working by Location of Residence (Comparisons based on responses of urban parents)

Item	Urban Mean	Rural Mean	Sig. Diff.
11. Working part-time while in high school will:			
a. help students remain in school.	2.35	2.48	+.13
b. keep students from other school activities.	2.62	2.70	
c. reduce studying time.	2.76	2.80	
d. help pay for school expenses.	3.10	3.03	
e. give students constructive use of their time.	3.04	3.04	
f. provide valuable work experience.	3.20	3.24	
12. Academic subjects help students relate to the world of work.	2.89	2.87	
13. High school students should be limited to 20 hours of work each week (including weekends).	2.84	2.80	
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.73	2.71	
15. A high school representative should assist students in securing part-time jobs.	2.92	2.90	
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.09	3.07	
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.06	3.10	
b. improve time management.	3.02	3.10	+.08
c. become more responsible for their actions.	3.14	3.16	
d. appreciate their high school courses.	2.80	2.72	
e. make realistic career decisions.	3.10	3.10	

Table 15 (Cont'd)

Parents' Opinions About High School Students Working by Location of Residence (Comparisons based on responses of urban parents)

Item	Urban Mean	Rural Mean	Sig. Diff.
18. High schools should emphasize preparing for college.	3.52	3.38	-.14

- The three items with the highest mean ratings for the urban parents are:
  - Item 1 High school students should have the benefit of holding a pay job before graduating.
  - Item 3 All high school students should be prepared for the world of work upon graduation.
  - Item 18 High schools should emphasize preparing for college.
- The three items with the lowest mean ratings for the urban parents are:
  - Item 5a Working part-time while in high school helps students improve their grades.
  - Item 5b Working part-time while in high school helps students improve their attendance.
  - Item 10 High school students should be allowed to work as many hours as they wish.
- Rural parents and urban parents rated the same three items in the same order as highest and the same three items in the same order as lowest.
- The three items with the greatest significant difference between the rural parents and the urban parents are:

Item 18 High schools should emphasize preparing for college (-.14).

- The urban parents rated this item significantly higher.

Item 4 High school students learn how to work with others when they work for pay (+.13).

- The rural parents rated this item significantly higher.

Item 11a Working part-time while in high school will help students remain in school (+.13).

- The rural parents rated this item significantly higher.

Parent Opinions by Whether Son or Daughter Has a Part-time Job

Data gathered on parents by whether their son or daughter has a part-time job on opinions about high school students working may be found in Table 16:

- The three items with the highest mean ratings for the parents with a son or daughter <u>having</u> a part-time job are:

  Item 1 High school students should have the benefit of holding a paying job before graduating.

  Item 11 Working part-time while in high school will provide valuable work experience.

  Item 18 High schools should emphasize preparing for college.

- The three items with the lowest mean ratings for parents with a son or daughter <u>having</u> a part-time job are:

  Item 5a Working part-time while in high school helps students improve their grades.

Table 16

Parents' Opinions About High School Students Working by Son or Daughter Having a Part-Time Job (comparisons based on responses of parents whose son or daughter does not have a part-time job)

Item	Has Part-Time Job	Does Not Have Part-Time Job	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.34	3.26	+.08
2. Paid work experience is the best way for high school students to learn what employers expect.	3.24	3.23	
3. All high school students should be prepared for the world of work upon graduation.	3.27	3.27	
4. High school students learn how to work with others when they work for pay.	3.12	3.02	+.10
5. Working part-time while in high school helps students:			
a. improve their grades.	2.23	2.20	
b. improve their school attendance.	2.33	2.24	+.11
c. improve their attitude toward high school.	2.57	2.57	
d. learn how to improve their money management.	3.25	3.16	+.09
6. Working for pay is as valuable as high school course work.	2.58	2.45	+.13
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.54	2.50	
b. paid work that is supervised by high school personnel.	2.79	2.80	
8. Vocational subjects help high school students relate to the world of work.	3.16	3.21	
9. Some employers take advantage of students who work part time.	3.16	3.05	+.11

Table 16 (Cont'd)

Parents' Opinions About High School Students Working by Son or Daughter Having a Part-Time Job (comparisons based on responses of parents whose son or daughter does not have a part-time job)

Item	Has Part-Time Job	Does Not Have Part-Time Job	Sig. Diff.
10. High school students should be allowed to work as many hours as they wish.	2.09	1.91	+.18
11. Working part-time while in high school will:			
a. help students remain in school.	2.49	2.42	
b. keep students from other school activities.	2.63	2.70	
c. reduce studying time.	2.73	2.83	-.10
d. help pay for school expenses.	3.08	3.03	
e. give students constructive use of their time.	3.08	3.01	+.07
f. provide valuable work experience.	3.29	3.18	+.11
12. Academic subjects help students relate to the world of work.	2.89	2.87	
13. High school students should be limited to 20 hours of work each week (including weekends).	2.77	2.95	-.18
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.61	2.83	-.22
15. A high school representative should assist students in securing part-time jobs.	2.89	2.92	
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.06	3.10	

Table 16 (Cont'd)

Parents' Opinions About High School Students Working by Son or Daughter Having a Part-Time Job (comparisons based on responses of parents whose son or daughter does not have a part-time job)

Item	Has Part-Time Job	Does Not Have Part-Time Job	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.15	3.04	+.11
b. improve time management.	3.11	3.05	
c. become more responsible for their actions.	3.20	3.11	+.09
d. appreciate their high school courses.	2.75	2.78	
e. make realistic career decisions.	3.14	3.06	+.08
18. High schools should emphasize preparing for college.	3.48	3.39	+.11

Item 5b Working part-time while in high school helps students improve their school attendance.

Item 10 High school students should be allowed to work as many hours as they wish.

- The three items with the highest mean ratings for parents with a son or daughter <u>not having</u> a part-time job are:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

- Item 18--High schools should emphasize preparing for college--was rated the highest by parents regardless of whether their son or daughter had a part-time job.
- Item 1--High school students should have the benefit of holding a paying job before graduating--was rated in the top three highest items by parents regardless of whether their son or daughter had a part-time job.
- The same three items in the same order, numbers 10, 5a, and 5b were rated lowest by parents regardless of whether their son or daughter had a part-time job.
- The three items with the lowest mean ratings for parents with a son or daughter <u>not having</u> a part-time job are:

  Item 5a Working part-time while in high school helps students improve their grades.

  Item 5b Working part-time while in high school helps students improve their school attendance.

  Item 10 High school students should be allowed to work as many hours as they wish.

- The three items with the greatest significant difference between parents with a son or daughter having a part-time job and parent with a son or daughter <u>not having</u> a part-time job are:

  Item 14 Working more than 20 hours a week will cause high school students' grades to drop (-.22).

  - Parents with a son or daughter <u>not having</u> a part-time job rated this item significantly higher.

Item 10 High school students should be allowed to work as many hours as they wish (+.18).

- Parents with a son or daughter having a part-time job rated this item significantly higher.

Item 13 High school students should be limited to 20 hours of work each week (including weekends) (-.18).

- Parents with a son or daughter not having a part-time job rated this item significantly higher.

Parents' Opinions by Employed Son or Daughter Participating in Cooperative Vocational Education

Data gathered on parents with an employed son or daughter by whether their son or daughter participated in cooperative vocational education on opinions about high school students working reveals (Table 17):

- The three items with the highest mean ratings for parents with a son or daughter participating in cooperative vocational education are:

  Item 1. High school students should have the benefit of holding a paying job before graduating.

  Item 11f Working part-time while in high school will provide valuable work experience.

  Item 18 High schools should emphasize preparing for college.

Table 17

Parents' Opinions About High School Students Working by Having Son or Daughter Participating in Cooperative Vocational Education (Comparisons based on no participating in Cooperative Vocational Education

Item	In Co-op	Not in Co-op	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.32	3.30	
2. Paid work experience is the best way for high school students to learn what employers expect.	3.24	3.24	
3. All high school students should be prepared for the world of work upon graduation.	3.31	3.26	
4. High school students learn how to work with others when they work for pay.	3.15	3.05	
5. Working part-time while in high school helps students:			
a. improve their grades.	2.38	2.17	+.21
b. improve their school attendance.	2.50	2.23	+.27
c. improve their attitude toward high school.	2.66	2.55	
d. learn how to improve their money management.	3.26	3.18	
6. Working for pay is as valuable as high school course work.	2.68	2.45	+.23
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.76	2.45	+.31
b. paid work that is supervised by high school personnel.	2.89	2.77	+.12
8. Vocational subjects help high school students relate to the world of work.	3.26	3.18	

Table 17 (Cont'd)

Parents' Opinions About High School Students Working by Having Son or Daughter Participating in Cooperative Vocational Education (Comparisons based on no participating in Cooperative Vocational Education

Item		In Co-op	Not in Co-op	Sig. Diff.
9.	Some employers take advantage of students who work part time.	3.02	3.12	-.10
10.	High school students should be allowed to work as many hours as they wish.	2.26	1.89	+.37
11.	Working part-time while in high school will:			
	a. help students remain in school.	2.57	2.40	+.17
	b. keep students from other school activities.	2.56	2.70	-.14
	c. reduce studying time.	2.71	2.81	
	d. help pay for school expenses.	3.01	3.05	
	e. give students constructive use of their time.	2.93	3.02	+.09
	f. provide valuable work experience.	3.37	3.20	+.17
12.	Academic subjects help students relate to the world of work.	2.92	2.86	
13.	High school students should be limited to 20 hours of work each week (including weekends).	2.71	2.92	-.21
14.	Working more than 20 hours a week will cause high school students' grades to drop.	2.64	2.78	-.14
15.	A high school representative should assist students in securing part-time jobs.	3.02	2.88	+.14
16.	Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.10	3.07	

Table 17 (Cont'd)

Parents' Opinions About High School Students Working by Having Son or Daughter Participating in Cooperative Vocational Education (Comparisons based on no participating in Cooperative Vocational Education

Item	In Co-op	Not in Co-op	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.16	3.07	
b. improve time management.	3.15	3.05	+.10
c. become more responsible for their actions.	3.26	3.13	+.13
d. appreciate their high school courses.	2.85	2.75	
e. make realistic career decisions.	3.22	3.07	+.15
18. High schools should emphasize preparing for college.	3.32	3.45	-.13

- The three items with the lowest mean ratings for parents with a son or daughter participating in cooperative education are:

  Item 5a Working part-time while in high school helps students improve their grades.

  Item 5b Working part-time while in high school helps students improve their school attendance.

  Item 10 High school students should be allowed to work as many hours as they wish.

- The three items with the highest mean ratings for parents with an employed son or daughter not participating in cooperative vocational education are:

  Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

- The three items with the lowest mean ratings for parents with an employed son or daughter not participating in cooperative vocational education are:

  Item 5a Working part-time while in high school helps students improve their grades.

  Item 5b Working part-time while in high school helps students improve their school attendance.

  Item 10 High school students should be allowed to work as many hours as they wish.

- Item 1--High school students should have the benefit of holding a paying job before graduating--and Item 18--High schools should emphasize preparing for college--were rated in the highest three items by parents with an employed son or daughter regardless of whether the son or daughter participated in cooperative vocational education.

- The same three items in the same order (numbers 10, 5a, and 5b) were rated lowest by parents having an employed son or daughter regardless of whether their son or daughter participated in cooperative vocational education.

- The three items with the greatest significant difference between parents with a son or daughter participating in vocational education and parents with an employed son or daughter not participating in cooperative vocational education are:

Item 10 High school students should be allowed to work as many hours as they with (+.37).

- Parents with a son or daughter participating in cooperative vocational education rated this item significantly higher.

Item 7a Academic credit should be awarded for any paid work experience during the school year (+.31).

- Parents with a son or daughter participating in cooperative vocational education rated this item significantly higher.

Item 5a Working part-time while in high school helps students improve their grades (+.27).

- Parents with a son or daughter participating in cooperative vocational education rated this item significantly higher.

COMPARISONS FOR STUDENTS AND PARENTS

Four comparisons between the students and their parents are inconcluded in this study. The four comparisons are rural students to parents, urban students to parents, working non co-op students to their parents, and co-op students to their parents. The comparisons for rural and urban by grade level are available in Appendix B.

In order to abbreviate the length of this report, only the three highest and lowest mean ratings will be reported. Tables have been included to assist in securing more information. The statistical procedure used was a linear regression which accommodated unequal numbers in the groups and provided a t-test.

Rural Students to Parents

More detailed information can be secured from Table 18. Only the three highest and lowest mean ratings for each comparison will be presented.

Rural Student (Highest)

Item 1	High school students should have the benefit of holding a paying job before graduating.
Item 3	All high school students should be prepared for the world of work upon graduation.
Item 5a	(Tied with Item 3) Working part-time in high school helps students learn how to improve their money management.
Item 18	High schools should emphasize preparing for college.

Table 18

Rural Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.48	3.27	-.21
2. Paid work experience is the best way for high school students to learn what employers expect.	3.24	3.21	
3. All high school students should be prepared for the world of work upon graduation.	3.34	3.25	-.09
4. High school students learn how to work with others when they work for pay.	3.12	3.06	
5. Working part-time while in high school helps students:			
a. improve their grades.	2.19	2.24	
b. improve their school attendance.	2.21	2.28	
c. improve their attitude toward high school.	2.55	2.56	
d. learn how to improve their money management.	3.34	3.18	-.16
6. Working for pay is as valuable as high school course work.	2.59	2.48	-.11
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.63	2.55	
b. paid work that is supervised by high school personnel.	2.78	2.79	
8. Vocational subjects help high school students relate to the world of work.	3.26	3.20	-.06

Table 18 (Cont'd)

Rural Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
9. Some employers take advantage of students who work part time.	3.06	3.13	
10. High school students should be allowed to work as many hours as they wish.	2.59	1.99	-.60
11. Working part-time while in high school will:			
a. help students remain in school.	2.41	2.44	
b. keep students from other school activities.	2.72	2.72	
c. reduce studying time.	2.80	2.86	
d. help pay for school expenses.	3.18	3.02	-.16
e. give students constructive use of their time.	3.03	3.02	
f. provide valuable work experience.	3.31	3.27	
12. Academic subjects help students relate to the world of work.	2.73	2.83	+.10
13. High school students should be limited to 20 hours of work each week (including weekends).	2.29	2.88	+.59
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.40	2.74	+.34
15. A high school representative should assist students in securing part-time jobs.	2.73	2.88	+.15
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.03	3.05	

Table 18 (Cont'd)

Rural Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.09	3.09	
b. improve time management.	3.10	3.09	
c. become more responsible for their actions.	3.25	3.15	-.10
d. appreciate their high school courses.	2.69	2.63	
e. make realistic career decisions.	3.24	3.07	-.17
18. High schools should emphasize preparing for college.	3.42	3.38	

Rural Student (Lowest

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 13 High school students should be limited to 20 hours each week (including weekends).

Rural Parents (Highest)

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 11f Working part-time while in high school will provide valuable work experience.

Item 18 High schools should emphasize preparing for college.

Rural Parents (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 10 High school students should be allowed to work as many hours as they wish.

Significant Differences Between Rural Students and Their Parents

The rural students' and parents' greatest difference (+.59) was on Item 13--High school students should be limited to 20 hours of work each week (including weekends). The rural students mean rating was 2.29 and 2.88 for their parents. The second greatest difference was +.59 on Item 13--High school students should be limited to 20 hours of work each 233k (including weekends). The rural students' mean rating was 2.29 and 2.88 for their parents. The third greatest difference was +.34 on Item 14--Working more than 20 hours a week will cause high school students' grades to drop. The rural students' mean rating was 2.40 and 2.74 for their parents. For a breakdown by grade level, please refer to Appendix B.

Urban Students to Parents

For more detailed information comparing urban students to their parents than included in this report, please refer to Table 19.

Urban Students (Highest)

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

Table 19

Urban Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.43	3.31	-.12
2. Paid work experience is the best way for high school students to learn what employers expect.	3.24	3.23	
3. All high school students should be prepared for the world of work upon graduation.	3.37	3.25	-.12
4. High school students learn how to work with others when they work for pay.	3.00	3.00	
5. Working part-time while in high school helps students:			
a. improve their grades.	2.10	2.16	
b. improve their school attendance.	2.13	2.20	
c. improve their attitude toward high school.	2.47	2.47	
d. learn how to improve their money management.	3.25	3.21	
6. Working for pay is as valuable as high school course work.	2.48	2.44	
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.53	2.44	
b. paid work that is supervised by high school personnel.	2.80	2.73	
8. Vocational subjects help high school students relate to the world of work.	3.24	3.18	

Table 19 (Cont'd)

Urban Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
9. Some employers take advantage of students who work part time.	3.13	3.18	
10. High school students should be allowed to work as many hours as they wish.	2.52	1.95	-.57
11. Working part-time while in high school will:			
a. help students remain in school.	2.32	2.32	
b. keep students from other school activities.	2.83	2.81	
c. reduce studying time.	2.83	2.81	
d. help pay for school expenses.	3.24	3.10	-.14
e. give students constructive use of their time.	3.09	3.01	
f. provide valuable work experience.	3.28	3.17	-.11
12. Academic subjects help students relate to the world of work.	2.82	2.85	
13. High school students should be limited to 20 hours of work each week (including weekends).	2.42	2.82	+.40
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.43	2.76	+.33
15. A high school representative should assist students in securing part-time jobs.	2.88	2.85	
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.08	3.07	

Table 19 (Cont'd)

Urban Students to Parents

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.05	3.05	
b. improve time management.	3.02	3.01	
c. become more responsible for their actions.	3.22	3.11	-.11
d. appreciate their high school courses.	2.63	2.60	
e. make realistic career decisions.	3.22	3.08	-.14
18. High schools should emphasize preparing for college.	3.53	3.52	

Urban Students (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 11a Working part-time while in high school will help students remain in school.

Urban Parents (Highest)

The order of the three items with the highest mean ratings are the same as the urban students.

Urban Parents (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 10 High school students should be allowed to work as many hours as they wish.

Significant Difference Between Urban Students and Parents

The urban students' and parents' greatest difference (-.57) was on Item 10--High school students should be allowed to work as many hours as they wish. The urban students mean rating was 2.52 and 1.95 for their parents. The second greatest difference (+.40) was on Item 13--High school students should be limited to 20 hours of work each week (including weekends). The urban students' mean rating was 2.42 and 2.82 for their parents. The third greatest difference (+.33) was on Item 14--Working more than 20 hours a week will cause high school students' grades to drop. The urban students' mean rating was 2.43 and 2.76 for their parents. For a breakdown by grade level please refer to Appendix B.

Working Non Co-op Students to Parents

Two categories of students working during the school year were identified. One group participated in the cooperative vocational program and the other group was classified as non co-op students. Comparisons have been made between the co-op and non co-op students and their parents. All of the information for the non co-op students and their parents may be found in Table 20.

<u>Non Co-op Students (Highest)</u>

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

Table 20

Working Non Co-op Students to Their Parents

Item	Parents' Mean Rating From Students' Mean Rating		
	Students Mean	Parents Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.46	3.28	-.18
2. Paid work experience is the best way for high school students to learn what employers expect.	3.25	3.22	
3. All high school students should be prepared for the world of work upon graduation.	3.36	3.23	-.13
4. High school students learn how to work with others when they work for pay.	3.07	3.02	
5. Working part-time while in high school helps students:			
a. improve their grades.	2.06	2.11	
b. improve their school attendance.	2.12	2.17	
c. improve their attitude toward high school.	2.47	2.49	
d. learn how to improve their money management.	3.29	3.17	-.12
6. Working for pay is as valuable as high school course work.	2.53	2.40	-.13
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.60	2.41	-.19
b. paid work that is supervised by high school personnel.	2.75	2.74	
8. Vocational subjects help high school students relate to the world of work.	3.21	3.15	-.06

Table 20 (Cont'd)

Working Non Co-op Students to Their Parents

Item	Parents' Mean Rating From Students' Mean Rating		
	Students Mean	Parents Mean	Sig. Diff.
9. Some employers take advantage of students who work part time.	3.12	3.17	
10. High school students should be allowed to work as many hours as they wish.	2.57	1.88	-.69
11. Working part-time while in high school will:			
a. help students remain in school.	2.34	2.34	
b. keep students from other school activities.	2.74	2.73	
c. reduce studying time.	2.84	2.82	
d. help pay for school expenses.	3.23	3.04	-.19
e. give students constructive use of their time.	3.04	3.01	
f. provide valuable work experience.	3.29	3.18	-.11
12. Academic subjects help students relate to the world of work.	2.68	2.81	+.13
13. High school students should be limited to 20 hours of work each week (including weekends).	2.28	2.92	+.64
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.37	2.79	+.42
15. A high school representative should assist students in securing part-time jobs.	2.69	2.84	+.15
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.03	3.05	

Table 20 (Cont'd)

Students to Parents Not in Cooperative Vocational Education

Item	Parents' Mean Rating From Students' Mean Rating: Students Mean	Parents Mean	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.05	3.04	
b. improve time management.	3.06	3.03	
c. become more responsible for their actions.	3.24	3.09	-.15
d. appreciate their high school courses.	2.60	2.68	+.08
e. make realistic career decisions.	3.20	3.14	-.16
18. High schools should emphasize preparing for college.	3.49	3.49	

Non Co-op Students (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 13 High school students should be limited to 20 hours of work each week (including weekends).

Parents of Non Co-op Students (Highest)

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 18 High schools should emphasize preparing for college.

Parents of Non Co-op Students (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 10 High school students should be allowed to work as many hours as they wish.

Significant Difference Between Working Students Not in Cooperative Vocational Education and Their Parents

The working students' not in cooperative vocational education and their parents' greatest difference (-.69) was on Item 10--High school students should be allowed to work as many hours as they wish. The students' mean rating was 2.57 and 1.88 for their parents. The second greatest difference (+.64) was on Item 13--High school students should be limited to 20 hours of work each week (including weekends). The students' mean rating was 2.28 and 2.92 for their parents. The third greatest difference (+.42) was on Item 14--Working more than 20 hours a week will cause high school students' grades to drop. The students' mean rating was 2.37 and 2.79 for their parents.

In total, 16 of the 31 items on the opinion section were significantly different between the non co-op students and their parents. The non co-op students and their parents were 3.0 or above on 16 items, above 2.5 on six items, below 2.5 on four items, and had mixed mean ratings on five items.

Students and Their Parents 3.0 or Above

The non co-op students and parents had 3.0 or above mean ratings on the following items:

Item 1 High school students should have the benefit of holding a paying job before graduation.

Item 2 Paid work experience is the best way for high school students to learn what employers expect.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 4 High school students learn how to work with others when they work for pay.

Item 5d Working part-time while in high school helps students learn how to improve their money management.

Item 8 Vocational subjects help high schoo students relate to the world of work.

Item 9 Some employers take advantage of students who work part time.

Item 11 Working part-time while in high school will:

d) help pay for school expenses.

e) give students constructive use of their time.

f) provide valuable work experience.

Item 16 Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.

Item 17 Working part-time while in high school helps students:

a) feel better about themselves.

b) improve time management.

c) become more responsible for their actions.

e) make realistic career decisions.

Item 18 High schools should emphasize preparing for college.

The non co-op students and their parents had mean ratings above 2.5 to 2.99 on the following items:

Item 7b Academic credit should be awarded for paid work that is supervised by high school personnel.

Item 11 Working part-time while in high school will:

b) keep students from other school activities.

c) reduce studying time.

Item 12 Academic subjects help students relate to the world of work.

Item 15 A high school representative should assist students in securing part-time jobs.

Item 17d Working part-time while in high school helps students appreciate their high school courses.

Both the non co-op students and their parents had mean ratings below 2.5 on the following items:

Item 1 Working part-time while in high school helps students:

a) improve their grades.

b) improve their school attendance.

c) improve their attitude toward high school.

Item 11a Working part-time while in high school will help students remain in school.

Mean ratings for the non co-op students and their parents did not fit within any of the above 3 categories. The mean ratings were mixed on the following items:

Item 6 Working for pay is as valuable as high school course work.

The students' mean rating as 2.60 and 2.41 for their parents.

Item 7a Academic credit should be awarded for any paid work experience during the school year.

The students' mean rating as 2.60 and 2.41 for their parents.

Item 10 High school students should be allowed to work as many hours as they wish.

The students' mean rating was 2.57 and 1.88 for their parents.

Item 13 High school students should be limited to 20 hours of work each week (including weekends).

The students' mean rating was 2.28 and 2.92 for their parents.

Item 14 Working more than 20 hours a week will cause high school students' grades to drop.

The students' mean rating was 2.37 and 2.79 for their parents.

Co-op Students to Parents

A specific item on the opinionnaires enabled the researchers to designate coop, yes or no. The students and their parents who responded yes are classified co-op students and their parents. For more detailed information please refer to Table 21.

Co-op Students (Highest)

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 8 Vocational subjects help high school students relate to the world of work.

Table 21

Co-op Students to Parents

Item	Student Mean	Parent Mean	Sig. Diff.
1. High school students should have the benefit of holding a paying job before graduating.	3.58	3.31	-.27
2. Paid work experience is the best way for high school students to learn what employers expect.	3.39	3.25	-.14
3. All high school students should be prepared for the world of work upon graduation.	3.47	3.31	-.16
4. High school students learn how to work with others when they work for pay.	3.30	3.13	-.17
5. Working part-time while in high school helps students:			
a. improve their grades.	2.35	2.32	
b. improve their school attendance.	2.43	2.39	
c. improve their attitude toward high school.	2.72	2.64	
d. learn how to improve their money management.	3.40	3.28	-.12
6. Working for pay is as valuable as high school course work.	2.77	2.66	
7. Academic credit should be awarded for:			
a. any paid work experience during the school year.	2.88	2.79	
b. paid work that is supervised by high school personnel.	2.96	2.91	
8. Vocational subjects help high school students relate to the world of work.	3.51	3.34	-.17
9. Some employers take advantage of students who work part time.	3.14	3.10	

Table 21 (Cont'd)

Co-op Students to Parents

Item	Student Mean	Parent Mean	Sig. Diff.
10. High school students should be allowed to work as many hours as they wish.	2.72	2.23	-.49
11. Working part-time while in high school will:			
a. help students remain in school.	2.64	2.56	
b. keep students from other school activities.	2.69	2.57	
c. reduce studying time.	2.70	2.74	
d. help pay for school expenses.	3.25	3.09	-.16
e. give students constructive use of their time.	3.18	3.13	
f. provide valuable work experience.	3.42	3.41	
12. Academic subjects help students relate to the world of work.	2.74	2.92	+.18
13. High school students should be limited to 20 hours of work each week (including weekends).	2.24	2.68	+.44
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.24	2.66	+.42
15. A high school representative should assist students in securing part-time jobs.	2.81	3.02	+.21
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.10	3.15	

Table 21 (Cont'd)

Co-op Students to Parents

Item	Student Mean	Parent Mean	Sig. Diff.
17. Working part-time while in high school helps students:			
a. feel better about themselves.	3.23	3.20	
b. improve time management.	3.20	3.15	
c. become more responsible for their actions.	3.38	3.31	
d. appreciate their high school courses.	2.86	2.84	
e. make realistic career decisions.	3.38	3.22	-.16
18. High schools should emphasize preparing for college.	3.37	3.37	

Co-op Students (Lowest)

Item 5a Working part-time while in high school helps students improve their grades.

There is a tie between Items 13 and 14.

Item 13 High school students should be limited to 20 hours of work each week (including weekends).

Item 14 Working more than 20 hours a week will cause high school students' grades to drop.

Co-op Parents (Highest)

Item 8 Vocational subjects help high school students relate to the world of work.

Item 11f Working part-time while in high school will provide valuable work experience.

Item 18 High schools should emphasize preparing for college.

Co-op Parents (Lowest)

Item 5 Working part-time while in high school helps students:

b) improve their school attendance.

a) improve their grades.

Item 10 High school students should be allowed to work as many hours as they wish.

Significant Differences Between Co-op Students and Their Parents

The working students' in cooperative vocational education and their parents' greatest difference (-.49) was on Item 10--High school students should be allowed to work as many hours as they wish. The co-op students' mean rating was 2.72 and 2.23 for their parents. The second greatest difference +.44) was on item 13--High school students should be limited to 20 hours of work each week (including weekends). The students' mean rating was 2.44 and 2.68 for their parents. The third greatest difference (+.42) was on Item 14--Working more than 20 hours a week will cause high school students' grades to drop. The students' mean rating was 2.24 and 2.66 for their parents.

Sixteen of the 31 items on the opinion section were significantly different between the mean ratings of the co-op students and their parents. The co-op students and their parents were 3.0 or above on 16 items, above 2.5 to 2.99 on nine items, and below 2.5 on two items, and mixed mean ratings on four of the items.

Co-op Students and Their Parents 3.0 or Above

The co-op students' and their parents' mean ratings were 3.0 or above on the following items:

Item 1 High school students should have the benefit of holding a paying job before graduating.

Item 2 Paid work experience is the best way for high school students to learn what employers expect.

Item 3 All high school students should be prepared for the world of work upon graduation.

Item 4 High school students learn how to work with others when they work for pay.

Item 5c Working part-time while in high school helps students learn how to improve their money management.

Item 8 Vocational subjects help high school students relate to the world of work.

Item 9 Some employers take advantage of students who work part time.

Item 11 Working part-time while in high school will:

d) help pay for school expenses.

e) give students constructive use of their time.

f) provide valuable work experience.

Item 16 Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.

Item 17 Working part-time while in high school helps students:

a) feel better about themselves.

b) improve time management.

c) become more responsible for their actions.

e) make realistic career decisions.

Item 18 High schools should emphasize preparing for college.

The co-op students and their parents had mean ratings of 2.5 to 2.99 on the following items:

Item 5c Working part-time while in high school helps students improve their attitude toward high school.

Item 6 Working for pay is as valuable as high school course work.

Item 7 Academic credit should be awarded for:

a) any paid work experience during the school year.

b) any paid work that is supervised by high school personnel.

Item 11 Working part-time while in high school will:

a) help students remain in school.

b) keep students from other school activities.

c) reduce studying time.

Item 12 Academic subjects help students relate to the world of work.

Item 17d Working part-time while in high school helps students make realistic career decisions.

Both the co-op students and their parents had mean ratings below 2.5 on the following:

Item 5 Working part-time while in high school helps students:

a) improve their grades.

b) improve their school attendance.

The mean ratings for the co-op students and their parents were mixed on four items and did not fit within one of the above three categories. The four items are as follows:

Item 10 High school students should be allowed to work as many hours as they wish.

The co-op students' mean rating was 2.72 and 2.23 for their parents.

Item 13 High school students should be limited to 20 hours of work each week (including weekends).

The co-op students' mean rating was 2.24 and 2.68 for their parents.

Item 14 Working more than 20 hours a week will cause high school students' grades to drop.

The co-op students' mean rating was 2.24 and 2.66 for their parents.

Item 15 A high school representative should assist students in securing part-time jobs.

The co-op students' mean rating was 2.81 and 3.02 for their parents.

EARNINGS AND ECONOMIC IMPACTS

In order to fully appreciate the perceived benefits and hinderance of public secondary students working during the school year, the earnings and economic impact as measured by local and state sales taxes have been projected. This study was designed to enable the researchers to make inference back to the total population. Earnings by grade level, location, and gender will be presented as well as the percentage working by grade level, the average number of hours worked each week, and weekly take-home earnings. Earnings projections have been established to arrive at annual earnings and local and state sales taxes.

Tennessee Public Secondary Students Working During the School Year

Actual enrollments for Tennessee secondary public schools for the school year 1989-90 were not available. The enrollments for the school year 1988-89 were used to make projections to the total state. From the study sample the following percentages were established:

9th grade	12.35%
10th grade	30.67%
11th grade	50.72%
12th grade	72.13%

In total, 96,978 or 39.6% of Tennessee public secondary students had worked or were working during the school year. A higher percent of the respondents, 54.0%, reported they had worked during the school year. However, 44.84% of the respondents provided earnings data during this present school year. The percent working by grade level from the sample was multiplied times the grade level enrollment to arrive at the overall number and percent of present students working during the school year.

The duration of weeks worked during the school year varied from one week to the total number of weeks school had been in session. The projected number of Tennessee public secondary students working was established by multiplying the actual enrollments by grade level times the percent working within each grade level.

By grade level the number and percentage of students working increased with the level of school. Please refer to Table 22 for complete grade-by-grade breakdown.

Table 22

Number of Tennessee Public Secondary Students Working During the School Year for 1989-90

Grade Level	1988-90 Actual Enrollment	Percent Working From Sample	Projected Number Working
9	69,181	12.35	8,544
10	62,901	30.67	19,292
11	57,298	50.72	29,062
12	55,566	72.13	40,080
Total	244,946	Total	96,978

Projected Earnings

In order to arrive at the projected take-home earnings for the state, the number working was multiplied times the average number of weeks worked times the average weekly take-home earnings. Please refer to Table 23 for detailed information. The students working during the school year took home over $191,000,000. The average number of weeks worked increased by grade level. Average weekly take-home earnings for the 10th grade students were out of the progression. The students' average weekly take-home earnings went from $93.00 to $101.00. The

overall state average weekly take-home earnings during the school year was $99.73.

Table 23

Projected Weekly Take Home Earnings for Tennessee Public Secondary Students for 1989-90

Grade Level	Number Working	Average Number of Weeks Worked	Average Weekly Take Home Earnings	Total Earnings Since School Started
9	8,544	14.2	$ 93.56	$ 11,351,148
10	19,292	14.26	101.97	28,052,346
11	29,062	19.2	96.78	54,002,310
12	40,080	24.02	101.99	98,187,976
			Total	$ 191,593,780

Hourly Wage Rate

Demographic earnings are presented as information for general comparison purposes. Projected gross earnings were computed by multiplying the average weekly take-home earnings by .283. This would allow for standard deductions for social security and federal income tax deductions from gross earnings.

Male students earned .31 cents or 5.8% more per hour and worked 3.12 more hours each week than the female students. Urban students earned .79 cents or 15.5% more per hour and worked 1.14 hours less than rural students. Co-op students earned .28 cents or 5.3% more per hour and worked 2.9 more hours each week than non co-op students. Co-op male students earned .68 cents more per hour and worked 5.03 more hours each week than female co-op students. The non co-op males earned six cents more per hour and worked 2.17 hours more each week than the non co-op

females. Please refer to Table 24.

Table 24

Hourly Wage Rate for Tennessee Public Secondary Students for 1989-90

Category	Hours Worked Per Week	Projected Gross Weekly Earnings	Projected Hourly Wage Rate
Gender			
Female	22.16	$ 116.79	$ 5.27
Male	25.28	141.15	5.58
Location			
Rural	24.10	122.53	5.08
Urban	22.96	134.77	5.87
Program			
Coop	25.60	142.55	5.56
Non Coop	22.71	120.06	5.28
Program and Gender			
Coop			
Female	23.37	122.83	5.25
Male	28.40	168.58	5.93
Non Coop			
Female	21.70	114.27	5.26
Male	23.87	127.05	5.32

Male students worked .45 less weeks than female students but earned $18.98 more in weekly take-home earnings. The state average take-home earnings for females were $346.60 or 18% less than the male students. The co-op students worked 4.59 hours more each week and earned $17.53 more in weekly take-home earnings. The state average earnings based on weekly take-home earnings was $846.74 more for the co-op students than for the non co-op students. Table 25 contains the complete information.

Table 25

Earnings for Tennessee Public Secondary Students Sample by Gender and Program for 1989-90

Category	Number	Weeks Worked Since School Started	Average Weekly Take Home Earnings Since School Started	Average Earnings Since School Started
Gender				
Female	463	20.87	$ 91.04	$ 1,900.00
Male	420	20.42	110.02	2,246.60
Program				
Coop	275	23.80	111.11	2,644.41
Non Coop	585	19.21	93.58	1,797.67

A further stratification was computed by grade level and location for the Tennessee public secondary students. The 10th grade state students' average weekly earnings were higher than the 11th grade state students. The average weekly earnings were higher for each grade level for the urban students than rural students. Please refer to Table 26 for more detail for grade level and location, average weekly earnings, and state average weekly earnings since school started.

Sales Taxes Paid

Working Tennessee public secondary students were contributing to the local community as well as to the state by paying sales taxes on their take-home earnings. The projected earnings are based on multiplying the percentages of students working by grade level from the sample times the grade level enrollment for 1988-89 times the average earnings since school started. A basic assumption by the authors was that the secondary students were not saving any of their take-home earnings. The average county sales tax rate and state tax rate was

Table 26

Earnings for Tennessee Public Secondary Students Sample by Grade Level and Location

Grade Level	Location	Number	Weeks Worked Since School Started	Average Weekly Take Home Earnings	*State Average Weekly Earnings Since School Started
9	Rural	35	14.14	$ 91.03	$ 93.56
	Urban	19	14.10	97.61	
10	Rural	86	14.52	100.80	101.97
	Urban	33	14.0	103.33	
11	Rural	154	19.6	91.33	96.78
	Urban	126	18.8	104.31	
12	Rural	236	23.97	97.87	101.99
	Urban	199	24.06	106.49	

* State average earnings are combining average weekly take home earnings X N (of those providing weekly earnings) for Rural and Urban

accepted from a research report by Leuthold (1990). In total, the Tennessee public secondary students earned over $191,000,000 in take-home earnings during the 1989-90 school year. The working secondary students paid $4,023,468 in local county taxes and $10,537,656 in state sales taxes on take-home earnings since school started. The students paid a total of $14,561,124 in sales taxes from weekly take-home earnings since school started. Please refer to Table 27 for a breakdown by grade level.

Extended Earnings and Taxes

The weekly take-home earnings since school started does not take into account the earnings over a full 12 months. In order to arrive at earnings for a 12 month period the earnings computed since school started were extended or multiplied by .33. Since the school year covers nine months and students continue to work at their part-time jobs

Table 27

Local and State Sales Taxes Paid by Tennessee Public Secondary Students for 1989-90

Grade Level	Projected Earnings Since School Started	Local Sales Taxes Paid @ .021	State Sales Taxes Paid @ .055
9	$ 11,351,148	$ 238,374	$ 624,313
10	28,052,346	589,099	1,542,879
11	54,002,310	1,134,048	2,970,127
12	98,187,976	2,061,947	5,400,337
Total	$ 191,593,780	$ 4,023,468	$ 10,537,656

during the summer months, the researchers felt a projection for 12 months extended earnings and sales taxes paid would be logical. This extended projected earnings and taxes paid would be a conservative figure for all students. The earnings for students working during the summer who did not work during the school year were not secured from the sample. Therefore, the amounts reported do not include the earnings and sales taxes paid by Tennessee public secondary students who work only during the summer months. Also, no estimate is included for secondary students from the private schools.

The extended projected earnings and sales taxes paid cover a full 12 months. The extended total earnings for all Tennessee public secondary students, based on student earnings during the school year, computes to $254,819,727. Local county sales taxes paid by this group of students comes to $5,351,215 and $14,015,084 for state sales taxes during the 12 month period. Table 28 has the amounts by grade level. The total sales taxes paid during a 12 month period comes to $19,366,299.

Table 28

Extended Projected Earnings and Taxes Paid by Tennessee Public Secondary Students for 1989-90

Grade Level	Earnings Since School Started	Earnings Extended by .33	Local Taxes Paid @ .021	State Taxes Paid @ .055
9	$ 11,351,148	$ 15,097,027	$ 317,038	$ 830,336
10	28,052,346	37,309,620	783,502	2,052,029
11	54,002,310	71,823,072	1,508,285	3,950,269
12	98,187,976	130,059,008	2,742,390	7,182,450
		$ 254,819,727	$ 5,351,215	$ 14,015,084

The researchers felt a more detailed breakdown would be of interest based on gender, program, and location. Local county officials may be interest in knowing the average local sales taxes paid by students working during the school year. The average local sales taxes paid by each student went from $37.10 for ninth grade students to $68.42 for the 12th grade students. Please refer to Table 29 for details. The average state sales taxes paid by each student ranged from $97.14 for ninth grade students to $179.20 for the 12th grade students. Based on the figures from the sample, the female respondents paid an average of $53.06 for county sales taxes and $138.99 in state sales taxes. Male respondents paid an average of $62.75 in county sales taxes and $164.33 in state taxes. Co-op respondents averaged $73.85 in county taxes and $193.43 in state sales taxes compared to $50.20 in county sales taxes and $131.49 in state sales taxes for non co-op respondents. Rural respondents averaged $55.15 in county sales taxes compared to $63.55 for urban respondents in county sales taxes and $144.46 for rural and $166.46 in state sales taxes for the urban respondents. The highest

Table 29

Extended Projected Average Earnings and Taxes Paid by Tennessee Public Secondary Students for 1989-90

Category	N	Total Take-Home Earnings Since School Started	Extended Earnings (12 Months)	Extended Average Local Taxes Paid .021	Average State Tax Paid .055
Grade Level (Population Projection)					
9	8,544	$ 11,351,148	$ 15,097,027	$ 37.10	$ 97.14
10	19,292	28,052,346	37,309,620	40.61	106.36
11	29,062	54,002,310	71,823,072	51.89	135.92
12	40,080	98,187,976	130,059,008	68.42	179.20
Gender (Sample)					
Female	463	879,700	1,170,001	53.06	138.99
Male	420	943,572	1,254,950	62.75	164.33
Program (Sample)					
Coop	275	727,212	967,191	73.85	193.43
Non Coop	585	1,051,636	1,398,675	50.20	131.49
Location (Sample)					
Rural	511	1,009,150	1,342,169	55.15	144.46
Urban	377	857,901	1,141,008	63.55	166.46

category per student for paying local and state taxes was from the co-op respondents.

For the school year 1989-90, 8,347 students were classified as co-op students. The actual statewide take-home earnings would be $2,644.41 times 8,347 or $22,072,890.

CONCLUSIONS

The conclusions are grouped according to major categories for comparisons. The categories are: a) Rural to Urban Students, b) Co-op to Non Co-op Students, c) Rural to Urban Parents, d) Co-op to Non Co-op Parents, e) Rural Students to Parents, f) Urban Students to Parents, g) Non Co-op Students to Parents, and h) Co-op Students to Parents.

In addition to statistical terms, words such as more, slightly, and less are used in order to more clearly communicate in the discussion paragraphs. An assumption has been made that a mean rating of 2.5 is midway between agree and disagree. Mean ratings below 2.5 have been interpreted as the majority are not in agreement with the item. Mean ratings above 2.5 have been interpreted as the majority are in agreement with the item. This is a deviation from strict academic statistical reporting procedures, but it does communicate the relative positions of the mean ratings of the groups on the respective items.

A. Rural to Urban Students

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 3	**All high school students should be prepared for the world of work upon graduation.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.
Item 4	**High school students learn how to work with others when they work for pay.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were 3.0 or above, with the rural students having the higher mean rating. The rural students were more in agreement with the item than the urban students.
Item 5a	**Working part-time while in high school helps students improve their grades.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were below 2.5. The rural and urban students were not in agreement with the item.
Item 5b	**Working part-time while in high school helps students improve their school attendance.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were below 2.5 with, the urban students having the lower mean rating. The urban students disagreed more with the item than the rural students.
Item 5c	**Working part-time while in high school helps students improve their attitude toward high school.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	The rural students' mean rating was slightly above 2.5, and the urban students' mean rating was slightly below 2.5. The urban students were not

in agreement with the item, and the rural students were in agreement.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0 with the rural students having the higher mean rating. The rural students were more in agreement with the item than the urban students.

Item 6 **Working for pay is as valuable as high school course work.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: The mean rating for the rural students was above 2.5, and the mean rating for the urban students was below 2.5. The rural students were in agreement with the item, and the urban students were slightly not in agreement.

Item 7a **Academic credit should be awarded for any paid work experience during the school year.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 2.5 with the rural students having the higher mean rating. The rural students were more in agreement with the item than the urban students.

Item 7b **Academic credit should be awarded for paid work that is supervised by high school personnel.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 2.5. The rural and urban students were in agreement with the item.

Item 8	**Vocational subjects help high school students relate to the world of work.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.
Item 9	**Some employers take advantage of students who work part time.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students were more in agreement with the item than the rural students.
Item 10	**High school students should be allowed to work as many hours as they wish.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 2.5. The rural and urban students were in agreement with the item.
Item 11a	**Working part-time while in high school will help students remain in school.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	The mean ratings were below 2.5, with the urban students having the lower mean rating. The urban students disagreed more with the item than the rural students.
Item 11b	**Working part-time while in high school will keep students from other school activities.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 2.5. The rural and urban students were in agreement with the item.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 2.5. The rural and urban students were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students were more in agreement with the item than the rural students.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 2.5, with the urban students having the higher mean rating.

Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were below 2.5, with the rural students having the lower mean rating. The rural students disagreed more with the item than the urban students.
Item 14	**Working more than 20 hours a week will cause high school students' grades to drop.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were below 2.5. The rural and urban students were not in agreement with the item.
Item 15	**A high school representative should assist students in securing part-time jobs.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban parents.
Discussion:	Both mean ratings were above 2.5, with the urban students having the higher mean rating. The urban students were more in agreement with the item than the rural students.
Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.
Item 17a	**Working part-time while in high school helps students feel better about themselves.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban students.
Discussion:	Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 17b **Working part-time while in high school helps students improve time management.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0, with the rural students having the higher mean rating. The rural students were more in agreement with the item than the urban students.

Item 17c **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 2.5. The rural and urban students were in agreement with the item.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is no significant difference between the mean rating for the rural and urban students.

Discussion: Both mean ratings were above 3.0. The rural and urban students were in agreement with the item.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban students.

Discussion: Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students were more in agreement with the item than the rural students.

B. Co-op to Non Co-op Students

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0 with the co-op students having the higher mean rating.

Item 3 **All high school students should be prepared for the world of work upon graduation.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 4 **High school students learn how to work with others when they work for pay.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 5a **Working part-time while in high school helps students improve their grades.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were below 2.5, with the non co-op students having the lower mean rating. The

non co-op students disagreed more with the item than the co-op students.

Item 5b **Working part-time while in high school helps students improve their school attendance.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were below 2.5, with the non co-op students having the lower mean rating. The non co-op students disagreed more with the item than the co-op students.

Item 5c **Working part-time while in high school helps students improve their attitude toward high school.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: The mean rating for the co-op students was above 2.5, and the mean rating for the non co-op students was below 2.5. The co-op students were in agreement with the item, and the non co-op students disagreed.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 6 **Working for pay is as valuable as high school course work.**

Conclusion: There is a significant difference between the mean rating for the co-op and non co-op students.

Discussion: Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 7a	**Academic credit should be awarded for any paid work experience during the school year.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 7b	**Academic credit should be awarded for paid work that is supervised by high school personnel.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 8	**Vocational subjects help high school students relate to the world of work.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 9	**Some employers take advantage of students who work part time.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and the non co-op students.
Discussion:	Both mean ratings were above 3.0. The co-op and non co-op students were in agreement with the item.
Item 10	**High school students should be allowed to work as many hours as they wish.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op

students were more in agreement with the item than the non co-op students.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: The mean rating for the co-op students was above 2.5, and the mean rating for the non co-op students was below 2.5. The co-op students agreed with the item, and the non co-op students disagreed.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is no significant difference between the mean rating for the co-op and the non co-op students.

Discussion: Both mean ratings were above 2.5. The co-op and non co-op students were in agreement with the item.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is a significant difference between the mean rating for the co-op and non co-op students.

Discussion: Both mean ratings were above 2.5, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than the co-op students.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0. The co-op and non co-op students were in agreement with the item.

Item 11e	**Working part-time while in high school will give students constructive use of their time.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 11f	**Working part-time while in high school will provide valuable work experience.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 12	**Academic subjects help students relate to the world of work.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 2.5. The co-op and non co-op students were in agreement with the item.
Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were below 2.5. The co-op and non co-op students disagreed with the item.
Item 14	**Working more than 20 hours a week will cause high school students' grades to drop.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were below 2.5, with the co-op students having the lower mean rating. The co-op students disagreed more with the item than the non co-op students.

Item 15	**A high school representative should assist students in securing part-time jobs.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is non significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0. The co-op and non co-op students were in agreement with the item.
Item 17a	**Working part-time while in high school helps students feel better about themselves.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 17b	**Working part-time while in high school helps students improve time management.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.
Discussion:	Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.
Item 17c	**Working part-time while in high school helps students become more responsible for their actions.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is a significant difference between the mean rating for the co-op and non co-op students.

Discussion: Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the co-op students.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than the non co-op students.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than the co-op students.

C. **Rural to Urban Parents**

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents are in agreement with the item.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents are in agreement with the item.

Item 3 **All high school students should be prepared for the world of work upon graduation.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents are in agreement with the item.

Item 4 **High school students learn how to work with others when they work for pay.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban parents.

Discussion: The rural parents' mean rating was slightly above 3.0, and the urban parents were below 3.0. The rural parents were more in agreement with the item than the urban parents.

Item 5a **Working part-time while in high school helps students improve their grades.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were below 2.5. The rural and urban parents were not in agreement with the item.

Item 5b **Working part-time while in high school helps students improve their school attendance.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were below 2.5, with the rural parents having the higher mean rating. The urban parents disagreed more with the item than the rural parents.

Item 5c	**Working part-time while in high school helps students improve their attitude toward high school.**
Conclusion:	There is a significant difference between the mean ratings for the rural and urban parents.
Discussion:	Both mean ratings were above 2.5, with the rural parents having the higher mean rating. The rural parents were more in agreement with the item than the urban parents.
Item 5d	**Working part-time while in high school helps students learn how to improve their money management.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban parents.
Discussion:	Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.
Item 6	**Working for pay is as valuable as high school course work.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban parents.
Discussion:	The rural parents' mean rating was slightly below 2.5, and the urban parents were slightly above 2.5.
Item 7a	**Academic credit should be awarded for any paid work experience during the school year.**
Conclusion:	There is no significant difference between the mean ratings for the rural and urban parents.
Discussion:	The rural parents' mean rating was slightly below 2.5, and the urban parents were slightly above 2.5. The rural parents slightly disagreed with the item, and the urban parents slightly agreed with the item. The difference was not significant.
Item 7b	**Academic credit should be awarded for paid work that is supervised by high school personnel.**
Conclusion:	There is no significant difference between the mean ratings for the rural parents and the urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 8 **Vocational subjects help high school students relate to the world of work.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 9 **Some employers take advantage of students who work part time.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 10 **High school students should be allowed to work as many hours as they wish.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: The mean rating for the rural parents was slightly below 2.0, and the urban parents were slightly above 2.0. The rural and urban parents were not in agreement.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were below 2.5, with the urban parents having the lower mean rating. The urban parents disagreed more with the item than the rural parents.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is no significant difference between the mean rating for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 13 **High school students should be limited to 20 hours of work each week (including weekends).**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 14 **Working more than 20 hours a week will cause high school students' grades to drop.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 15 **A high school representative should assist students in securing part-time jobs.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 16 **Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 17a **Working part-time while in high school helps students feel better about themselves.**

Conclusion: There is no significant difference between the mean ratings for rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 17b **Working part-time while in high school helps students improve time management.**

Conclusion: There is a significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0, with the rural parents having the higher mean rating. The rural parents were more in agreement with the item than the urban parents.

Item 17c **Working part-time while in high school helps students become more responsible for their actions.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 2.5. The rural and urban parents were in agreement with the item.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is no significant difference between the mean ratings for the rural and urban parents.

Discussion: Both mean ratings were above 3.0. The rural and urban parents were in agreement with the item.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is a significant difference between the mean ratings for rural and urban parents.

Discussion: Both mean ratings were above 3.0, with the rural parents having the lower mean rating. The rural and urban parents were in agreement with the item.

D. Co-op to Non Co-op Parents

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.

Item 2	**Paid work experience is the best way for high school students to learn what employers expect.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 3	**All high school students should be prepared for the world of work upon graduation.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 4	**High school students learn how to work with others when they work for pay.**
Conclusion:	There is non significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 5a	**Working part-time while in high school helps students improve their grades.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were below 2.5, with the non co-op parents having the lower mean rating. The non co-op parents disagreed more with the item than the co-op parents.
Item 5b	**Working part-time while in high school helps students improve their school attendance.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	The co-op parents' mean rating was 2.5, and the non co-op parents mean rating was below 2.5. The parents of non co-op students disagreed with the item.

Item 5c	**Working part-time while in high school helps students improve their attitude toward high school.**
Conclusion:	There is non significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 2.5. The parents of co-op and non co-op students were in agreement with the item.
Item 5d	**Working part-time while in high school helps students learn how to improve their money management.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 6	**Working for pay is as valuable as high school course work.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	The mean rating for the parents of co-op students was above 2.5, and the mean rating for parents of non co-op students was below 2.5. The co-op parents were in agreement with the item, and the non co-op parents were not in agreement.
Item 7a	**Academic credit should be awarded for any paid work experience during the school year.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	The mean rating for the parents of co-op students was above 2.5, and the mean rating for the parents of non co-op students was below 2.5. The co-op parents were in agreement with the item, and the non co-op parents were not in agreement.
Item 7b	**Academic credit should be awarded for paid work that is supervised by high school personnel.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: The mean rating for the parents of co-op and non co-op students was above 2.5, with the co-op parents having the higher mean rating. The co-op parents were more in agreement with the item than the non co-op parents.

Item 8 **Vocational subjects help high school students relate to the world of work.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.

Item 9 **Some employers take advantage of students who work part time.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the parents of non co-op students having the higher mean rating.

Item 10 **High school students should be allowed to work as many hours as they wish.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: The mean rating of parents of co-op students was below 2.5, and the mean rating for parents of non co-op students was below 2.0. The parents of no co-op students disagreed more with the item than the parents of co-op students.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: The parents of co-op students had a mean rating slightly over 2.5, and the parents of non co-op students had a mean rating below 2.5. The parents of co-op students agreed with the item, and the parents of non co-op students did not agree with the item.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 2.5, with parents of non co-op students having the higher mean rating. The parents of non co-op students agreed more with the item than the parents of co-op students.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 2.5. The parents of co-op and non co-op students were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: The mean rating for the parents of co-op students was above 2.5, and the mean rating for the parents of non co-op students was above 3.0. The parents of non co-op students were more in agreement with the item than the parents of co-op students.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 3.0, with the parents of co-op students having the higher mean rating.

The parents of co-op students agreed more with the item than the parents of non co-op students.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is no significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 2.5. The parents of co-op and non co-op students were in agreement with the item.

Item 13 **High school students should be limited to 20 hours of work each week (including weekends).**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 2.5, with the parents of non co-op students having the higher mean rating. The parents of non co-op students agreed more with the item than the parents of co-op students.

Item 14 **Working more than 20 hours a week will cause high school students' grades to drop.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 2.5, with the parents of non co-op students having the higher mean rating. The parents of non co-op students agreed more with the item than the parents of co-op students.

Item 15 **A high school representative should assist students in securing part-time jobs.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: The mean rating for the parents of co-op students was slightly more than 3.0, and the mean rating for the parents of non co-op students was above 2.5. The parents of co-op students were more in agreement with the item than the parents of non co-op students.

Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 17a	**Working part-time while in high school helps students feel better about themselves.**
Conclusion:	There is no significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0. The parents of co-op and non co-op students were in agreement with the item.
Item 17b	**Working part-time while in high school helps students improve time management.**
Conclusion:	There is a significant difference between the mean ratings for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0, with the parents of co-op students having the higher mean rating. The parents of co-op students were more in agreement with the item than the parents of co-op students.
Item 17c	**Working part-time while in high school helps students become more responsible for their actions.**
Conclusion:	There is a significant difference between the mean rating for the co-op and non co-op parents.
Discussion:	Both mean ratings were above 3.0, with the parents of co-op students having the higher mean rating. The parents of co-op students were more in agreement with the item than the parents of non co-op students.
Item 17d	**Working part-time while in high school helps students appreciate their high school courses.**
Conclusion:	There is non significant difference between the mean ratings for the co-op and non co-op students.

Discussion: Both mean ratings were above 2.5. The parents of co-op and non co-op students were in agreement with the item.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 3.0, with the parents of co-op students having the higher mean rating. The parents of co-op students agreed more with the item than the parents of non co-op students.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is a significant difference between the mean ratings for the co-op and non co-op parents.

Discussion: Both mean ratings were above 3.0, with the parents of non co-op students having the higher mean rating. The parents of non co-op students were more in agreement with the item than the parents of co-op students.

E. Rural Students to Parents

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the students mean rating the higher, therefore, the rural students agreed more with the item.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is no significant difference between mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the students' mean rating the higher.

Item 3	**All high school students should be prepared for the world of work upon graduation.**
Conclusion:	There is a significant difference between the mean ratings for the rural students and their parents.
Discussion:	Both mean ratings were above 3.0, with the rural students having the higher mean rating. The rural students agreed more positively with the item.
Item 4	**High school students learn how to work with others when they work for pay.**
Conclusion:	There is no significant difference between the mean ratings for the rural students and their parents.
Item 5a	**Working part-time while in high school helps students improve their grades.**
Conclusion:	There is no significant difference between the mean ratings of the rural students and their parents.
Discussion:	Both mean ratings were below 2.5, with the students having the lower mean rating. The rural students disagreed more strongly with the item than their parents.
Item 5b	**Working part-time while in high school helps students improve their school attendance.**
Conclusion:	There is no significant difference between mean ratings for the rural students and their parents.
Discussion:	Both mean ratings were below 2.5, with the students having the lower mean rating. The rural students disagreed more strongly with the item than their parents.
Item 5c	**Working part-time while in high school helps students improve their attitude toward high school.**
Conclusion:	There is non significant difference between ratings for the rural students and their parents.
Discussion:	Both mean ratings were slightly higher than 2.5. with the rural students having the lower mean rating.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the students having the higher mean rating. The rural students were more in agreement with the item than the parents.

Item 6 **Working for pay is as valuable as high school course work.**

Conclusion: There is a significant difference between mean ratings for the rural students and their parents.

Discussion: The rural students mean rating was higher than 2.5, and their parents' mean rating was lower than 2.5. The rural students and their parents were not in agreement with the item.

Item 7a **Academic credit should be awarded for any paid work experience during the school year.**

Conclusion: There is no significant difference between mean ratings for the rural students and their parents.

Discussion: Both groups' mean ratings were above 2.5, with the students having the higher mean rating.

Item 7b **Academic credit should be awarded for paid work that is supervised by high school personnel.**

Conclusion: There is non significant difference between the mean ratings for the rural students and their parents.

Discussion: Both group mean ratings were above 2.5, with the rural students' mean rating slightly lower than their parents.

Item 8 **Vocational subjects help high school students relate to the world of work.**

Conclusion: There is a significant difference between mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the rural students having the higher mean rating. The rural students agreed more with the item.

Item 9	**Some employers take advantage of students who work part time.**
Conclusion:	There is no significant difference between the mean ratings for the rural students and their parents.
Discussion:	Both mean ratings were above 3.0, with the rural students having the lower mean rating.
Item 10	**High school students should be allowed to work as many hours as they wish.**
Conclusion:	There is a significant difference between mean ratings for the rural students and their parents.
Discussion:	The mean rating for the rural students was above 2.5, and their parents' mean rating was below 2.0. The rural students and their parents had very different responses to this item. The students agreed with the item, and their parents disagreed with the item.
Item 11a	**Working part-time while in high school will help students remain in school.**
Conclusion:	There is no significant difference between the mean ratings for the rural students and their parents.
Discussion:	Both groups had mean ratings below 2.5, with the rural students having the lower mean rating. The rural students disagreed more with the item than their parents.
Item 11b	**Working part-time while in high school will keep students from other school activities.**
Conclusion:	There is no significant difference between the mean ratings for the rural students and their parents.
Discussion:	Both groups' mean ratings were identical and above 2.5. The rural students and their parents were in agreement with the item.
Item 11c	**Working part-time while in high school will reduce studying time.**
Conclusion:	There is no significant difference between the mean ratings for the rural students and their parents.

Discussion; Both groups' mean ratings were above 2.5, with the rural students having the lower rating. The rural students and their parents were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both groups' mean ratings were above 3.0, with the students having the higher mean rating. The rural students and their parents were in agreement with the item.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is no significant difference between mean ratings for the rural students and their parents.

Discussion: Both groups' mean ratings were above 3.0, with the rural students having a slightly higher mean rating. The rural students and their parents were in agreement with the item.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is no significant difference between the mean ratings for the rural students and their parents.

Discussion: Both groups' mean ratings were above 3.0, with the rural students having the higher mean rating. The rural students and their parents were in agreement with the item.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both groups' mean ratings were above 2.5, with the students having the lower mean rating. The rural students did not agree with the item as strongly as their parents.

Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is a significant difference between mean ratings for the rural students and their parents.
Discussion:	The rural students' mean rating was below 2.5, and the mean rating for their parents was above 2.5. The rural students disagreed with the item, and their parents agreed with the item.
Item 14	**Working more than 20 hours a week will cause high school students' grades to drop.**
Conclusion:	There is a significant difference between the mean ratings for the rural students and their parents.
Discussion:	The rural students' mean rating was below 2.5, and the mean rating for their parents was above 2.5. The rural students disagreed with the item, and their parents agreed with the item.
Item 15	**A high school representative should assist students in securing part-time jobs.**
Conclusion:	There is a significant difference between the mean ratings of the rural students and their parents.
Discussion:	Both groups' mean ratings were above 2.5, with the rural students' mean rating lower than their parents. The rural students and their parents were in agreement with the item.
Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is no significant difference between the mean rating for the rural students and their parents.
Discussion:	The mean ratings for both groups were above 3.0, with the rural students' mean rating slightly lower than their parents. The rural students and their parents were in agreement with the item.
Item 17a	**Working part-time while in high school helps students feel better about themselves.**
Conclusion:	There is no significant difference between the mean ratings of the rural students and their parents.

Discussion: The mean ratings were above 3.0 and identical for the rural students and their parents. The rural students and their parents were in agreement with the item.

Item 17b **Working part-time while in high school helps students improve time management.**

Conclusion: There is no significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0. The rural students and their parents were in agreement with the item.

Item 17c **Working part-time while in high school helps students become more responsible for their actions.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the students having the higher mean rating. The rural students were more in agreement with the item than their parents.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is no significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 2.5. The rural students and their parents were in agreement with the item.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is a significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0, with the rural students having the higher mean rating. The rural students were more in agreement with the item than their parents.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is no significant difference between the mean ratings for the rural students and their parents.

Discussion: Both mean ratings were above 3.0. The rural students and their parents were in agreement with the item.

F. **Urban Students to Parents**

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is a significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students and their parents were in agreement with the item.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is non significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

Item 3 **All high school students should be prepared for the world of work upon graduation.**

Conclusion: There is a significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students and their parents were in agreement with the item.

Item 4 **High school students learn how to work with others when they work for pay.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: The urban students and their parents had identical mean ratings of 3.0. The urban students and their parents were in agreement with the item.

Item 5a **Working part-time while in high school helps students improve their grades.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were below 2.5 for the urban students and their parents. The urban students and their parents were not in agreement with the item.

Item 5b **Working part-time while in high school helps students improve their school attendance.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were below 2.5 for the urban students and their parents. The urban students and their parents were not in agreement with the item.

Item 5c **Working part-time while in high school helps students improve their attitude toward high school.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were slightly below 2.5 for the urban students and their parents. The urban students and their parents disagreed strongly with the item.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

Item 6	**Working for pay is as valuable as high school course work.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both means were slightly below 2.5. The urban students and their parents disagreed slightly with the item.
Item 7a	**Academic credit should be awarded for any paid work experience during the school year.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	The urban students' mean rating was slightly above 2.5, and their parents were slightly below 2.5.
Item 7b	**Academic credit should be awarded for paid work that is supervised by high school personnel.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 2.5, with the urban students having the higher mean rating. The urban students and their parents were in agreement with the item.
Item 8	**Vocational subjects help high school students relate to the world of work.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.
Item 9	**Some employers take advantage of students who work part time.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

Item 10 **High school students should be allowed to work as many hours as they wish.**

Conclusion: There is a significant difference between the mean ratings for the urban students and their parents.

Discussion The urban students' mean rating was slightly above 2.5, and their parents' mean rating was below 2.0. The urban students slightly agreed and their parents disagreed with the item.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were below 2.5. The urban students and their parents disagreed with the item.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 2.5. The urban students and their parents were in agreement with the item.

Item 11c **There is no significant difference between the mean rating for the urban students and their parents.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 2.5. The urban students and their parents were in agreement with the item.

Item 11d	**Working part-time while in high school will help pay for school expenses.**
Conclusion:	There is a significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 2.0, with the urban students having the higher mean rating. The urban students were more in agreement with the item than their parents.
Item 11e	**Working part-time while in high school will give students constructive use of their time.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.
Item 11f	**Working part-time while in high school will provide valuable work experience.**
Conclusion:	There is a significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0. The urban students had the higher mean rating. The urban students were more in agreement with the item than their parents.
Item 12	**Academic subjects help students relate to the world of work.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 2.5. The urban students and their parents were in agreement with the item.
Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is a significant difference between the mean ratings for the urban students and their parents.
Discussion:	The urban students' mean rating was below 2.5, and their parents' mean rating was above 2.5. The

students disagreed with the item and their parents were in agreement.

Item 14 **Working more than 20 hours a week will cause high school students' grades to drop.**

Conclusion: There is a significant difference between the mean ratings for the urban students and their parents.

Discussion: The urban students' mean rating was below 2.5, and the parents' mean rating was above 2.5. The urban students disagreed, and their parents agreed with the item.

Item 15 **A high school representative should assist students in securing part-time jobs.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 2.5. The urban students and their parents were in agreement with the item.

Item 16 **Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

Item 17a **Working part-time while in high school helps students feel better about themselves.**

Conclusion: There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

Item 17b	**Working part-time while in high school helps students improve time management.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.
Item 17c	**Working part-time while in high school helps students become more responsible for their actions.**
Conclusion:	There is a significant difference between the mean rating for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0, with the urban student having the higher mean rating. The urban students agreed more with the item than their parents.
Item 17d	**Working part-time while in high school helps students appreciate their high school courses.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 2.5. The urban students and their parents were in agreement with the item.
Item 17e	**Working part-time while in high school helps students make realistic career decisions.**
Conclusion:	There is a significant difference between the mean ratings for the urban students and their parents.
Discussion:	Both mean ratings were above 3.0, with the urban students having the higher mean rating. The urban students agreed more with the item than their parents.
Item 18	**High schools should emphasize preparing for college.**
Conclusion:	There is no significant difference between the mean ratings for the urban students and their parents.

Discussion: Both mean ratings were above 3.0. The urban students and their parents were in agreement with the item.

G. **Non Co-op Students to Parents**

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students and their parents were in agreement with the item.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 3 **All high school students should be prepared for the world of work upon graduation.**

Conclusion: There is a significant difference between the mean ratings for the no co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than their parents.

Item 4 **High school students learn how to work with others when they work for pay.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 5a **Working part-time while in high school helps students improve their grades.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were below 2.5. The non co-op students and their parents were not in agreement with the item.

Item 5b **Working part-time while in high school helps students improve their school attendance.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were below 2.5. The non co-op students and their parents were not in agreement with the item.

Item 5c **Working part-time while in high school helps students improve their attitude toward high school.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were slightly below 2.5. The non co-op students were not in agreement with the item.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than their parents.

Item 6	**Working for pay is as valuable as high school course work.**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	The non co-op students' mean rating was slightly above 2.5, and their parents' mean rating was below 2.5. The students were in agreement with the item, and their parents were not in agreement.
Item 7a	**Academic credit should be awarded for any paid work experience during the school year.**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	The non co-op students' mean rating was above 2.5, and their parents' mean rating was below 2.5. The non co-op students were in agreement with the item, and their parents were not in agreement.
Item 7b	**Academic credit should be awarded for paid work that is supervised by high school personnel.**
Conclusion:	There is no significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	Both mean ratings were above 2.5. The non co-op students and their parents were in agreement with the item.
Item 8	**Vocational subjects help high school students relate to the world of work.**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than their parents.

Item 9 **Some employers take advantage of students who work part time.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 10 **High school students should be allowed to work as many hours as they wish.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: The non co-op students' mean rating was above 2.5, and their parents' mean rating was below 2.0. The non co-op students were in agreement with the item and their parents were not in agreement.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were below 2.5. The non co-op students and their parents were not in agreement with the item.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Dfscussion: Both mean ratings were above 2.5. The non co-op students and their parents were in agreement with the item.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The non co-op students and their parents were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than their parents.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is no significant difference between the mean rating for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher rating. The non co-op students were more in agreement with the item than their parents.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 2.5, with the students having the lower mean ratings. The non co-op students were less in agreement with the item than their parents.

Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	The non co-op students' mean rating was below 2.5, and the parents' mean rating was above 2.5. The non co-op students were not in agreement with the item, and the parents were in agreement.
Item 14	**Working more than 20 hours a week will cause high school students' grades to drop.**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	The non co-op students' mean rating was below 2.5, and their parents' mean rating was above 2.5. The non co-op students were not in agreement with the item, and their parents were in agreement.
Item 15	**A high school representative should assist students in securing part-time jobs.**
Conclusion:	There is a significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	Both mean ratings were above 2.5, with the non co-op students having the lower mean rating. The non co-op students were less in agreement with the item than their parents.
Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is no significant difference between the mean ratings for the non co-op students and their parents.
Discussion:	Both means were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 17a **Working part-time while in high school helps students feel better about themselves.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 17b **Working part-time while in high school helps students improve time management.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

Item 17c **Working part-time while in high school helps students become more responsible for their actions.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher mean rating. The non co-op students were more in agreement with the item than their parents.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 2.5, with the non co-op students having the lower mean rating. The non co-op students were less in agreement with the item than their parents.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is a significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the non co-op students having the higher means rating. The non co-op students were more in agreement with the item than their parents.

Item 18 **High schools should emphasize preparing for college.**

Conclusion: There is no significant difference between the mean ratings for the non co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The non co-op students and their parents were in agreement with the item.

H. Co-op Students to Parents

Item 1 **High school students should have the benefit of holding a paying job before graduating.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 2 **Paid work experience is the best way for high school students to learn what employers expect.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 3 **All high school students should be prepared for the world of work upon graduation.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 4 **High school students learn how to work with others when they work for pay.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 5a **Working part-time while in high school helps students improve their grades.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were below 2.5. The co-op students and their parents were no in agreement with the item.

Item 5b **Working part-time while in high school helps students improve their school attendance.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were below 2.5. The co-op students and their parents were not in agreement with the item.

Item 5c **Working part-time while in high school helps students improve their attitude toward high school.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 5d **Working part-time while in high school helps students learn how to improve their money management.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 6 **Working for pay is as valuable as high school course work.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 7a **Academic credit should be awarded for any paid work experience during the school year.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 7b **Academic credit should be awarded for paid work that is supervised by high school personnel.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 8 **Vocational subjects help high school students relate to the world of work.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0 with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 9 **Some employers take advantage of students who work part time.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 10 **High school students should be allowed to work as many hours as they wish.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: The co-op students' mean rating was above 2.5, and their parents' mean rating was below 2.5. The co-op students were in agreement with the item and their parents were not in agreement.

Item 11a **Working part-time while in high school will help students remain in school.**

Conclusion: There is no significant difference between the mean rating for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 11b **Working part-time while in high school will keep students from other school activities.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 11c **Working part-time while in high school will reduce studying time.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 11d **Working part-time while in high school will help pay for school expenses.**

Conclusion: There is significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement than their parents.

Item 11e **Working part-time while in high school will give students constructive use of their time.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 11f **Working part-time while in high school will provide valuable work experience.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 12 **Academic subjects help students relate to the world of work.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 13	**High school students should be limited to 20 hours of work each week (including weekends).**
Conclusion:	There is a significant difference between the mean ratings for the co-op students and their parents.
Discussion:	The co-op students' mean rating was below 2.5, and their parents' mean rating was above 2.5. The co-op students disagreed with the item and the parents were in agreement with the item.
Item 14	**Working more than 20 hours a week will cause high school students' grades to drop.**
Conclusion:	There is a significant difference between the mean ratings for the co-op students and their parents.
Discussion:	The co-op students' mean rating was below 2.5, and the parents mean rating was above 2.5. The co-op students disagreed with the item, and their parents were in agreement with the item.
Item 15	**A high school representative should assist students in securing part-time jobs.**
Conclusion:	There is a significant difference between the mean ratings for the co-op students and their parents.
Discussion:	The co-op students' mean rating was above 2.5, and their parents' mean rating was above 3.0. The co-op students were less in agreement with the item than their parents.
Item 16	**Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.**
Conclusion:	There is no significant difference between the mean ratings for the co-op students and their parents.
Dfscussion:	Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.
Item 17a	**Working part-time while in high school helps students feel better about themselves.**
Conclusion:	There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 17b **Working part-time while in high school helps students improve time management.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 17c **Working part-time while in high school helps students become more responsible for their actions.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

Item 17d **Working part-time while in high school helps students appreciate their high school courses.**

Conclusion: There is no significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 2.5. The co-op students and their parents were in agreement with the item.

Item 17e **Working part-time while in high school helps students make realistic career decisions.**

Conclusion: There is a significant difference between the mean ratings for the co-op students and their parents.

Discussion: Both mean ratings were above 3.0, with the co-op students having the higher mean rating. The co-op students were more in agreement with the item than their parents.

Item 18	**High schools should emphasize preparing for college.**
Conclusion:	There is no significant difference between the mean ratings for the co-op students and their parents.
Discussion:	Both mean ratings were above 3.0. The co-op students and their parents were in agreement with the item.

RECOMMENDATIONS, IMPLICATIONS, AND QUESTIONS FOR FURTHER RESEARCH

In order to present a more concise report, the implications of the study have been generalized across all groups. The researchers have provided informed opinions in order to clarify and amplify the overall conclusions and implications.

The findings in this study confirm many other studies listed in the review of the related literature. This chapter will present the implications and then provide a brief interpretation. The opinions expressed herein do not necessarily reflect the policies, position, or opinions of the Tennessee Department of Education, the University of Tennessee, or the Department of Technological and Adult Education but those of the researchers.

Recommendations

1. It needs to be recognized that working part-time while in high school is beneficial to the students.
2. It needs to be recognized that working part-time while in high school will not improve the students' grades, school attendance, or probability that students will remain in school.
3. A formal program, in addition to cooperative vocational education, should be implemented to provide an orchestrated delivery of services for students working part-time during the school year by a variety of existing high school staff.
4. A system of guidelines should be developed which would provide direction for the number of hours and the appropriateness of the hours students could work during the school year.
5. Administrators and teachers of all high schools should reexamine the purposes of a high school education and make

adjustments to better provide a balance between preparing for the world of work and preparing for college.

6. Local and state officials should recognize the contribution, as well as sales taxes, the working high school students are making.

Implications

The implication sections are numbered to be cross referenced with the same number as the recommendation.

1. High school students learn many positive desirable attributes from working part-time during the school year. Existing high school curricula, other than cooperative vocational education, can not duplicate the benefits working students gain through their part-time jobs. The vast majority of the parents are supportive of their sons or daughters holding a part-time job during the school year.

   The parents recognize and are aware of the maturity and growth that their sons and daughters experience as a result of holding a part-time job during the school year.

   Working part-time in high school helps students learn how to improve their money management, feel better about themselves, improve time management, become more responsible for their actions, make realistic career decisions, improve their attitude toward high school, and appreciate their high school courses.

   In addition, working part-time while in high school will help pay for school expenses, give students constructive use of their time, provide valuable work experience, enable students to learn what employers want, and help students learn how to

work with others. However, working part-time while in high school will keep students from other school activities and reduce available study time.

Many of the above rewards or benefits to part-time employed high school students are both intrinsic and extrinsic. One of the benefits, which is not provided through traditional high school courses and activities, is the better preparation for the world of work. Traditional high school courses and activities are, by their very nature, restrictive. The majority of the students do not earn the good grades or serve as members of a team sport. Employment does enable the students to be treated with dignity and respect, regardless of academic ability, and does provide positive rewards. Part-time employment rewards more students in ways the existing traditional high school courses and activities cannot.

2. By the time students are in high school, many have become accustomed to receiving less than good grades, i.e., As and Bs. Students who have been rewarded with As and Bs are motivated to continue to earn good grades. Thus, students with good grades may have better school attendance. Whereas, students working part-time may have better attendance on the job compared to attending school, since their rewards come from part-time employment. Part-time jobs with no formal school involvement will not help students remain in school.
3. The cooperative vocational students rated the items higher than the co-op students on 25 or 80.1% of the 31 items. The parents of the cooperative vocational students rated the items higher than the parents of non co-op students on 23 or 74.2% of the 31

items. The cooperative vocational education programs do provide for professional educational coordination of school, work, and vocational student organization activities. Co-op students receive structured, integrated learning that is career related. Additional specific cooperative vocational education programs should be available, but the present system of funding does not encourage local systems to add programs. The current funding system provides less money to schools offering cooperative vocational education programs than in the past. Today, many of the coordinators are not provided adequate time to properly supervise the students on their part-time jobs because they must teach additional courses other than vocational education courses, and the vocational teachers are not given released time to supervise students on the job. An adjustment in the funding for cooperative specific vocational programs would encourage more local systems to reinstate closed programs.

Many of the vocational teachers are required to teach all day with no time given to plan for instruction, work with employers, or supervise co-op students. In addition, the vocational teachers who provide placement services for full-time employment are working well past the normal school day. These teachers are giving the students time out of professional dedication.

A formal program, in addition to more cooperative specific vocational programs, should be piloted, refined, and made available to better serve today's working high school students. Other than through the vocational cooperative education

programs, students are receiving very little, if any, assistance from the school in securing part-time jobs. However, a limited number of services are available, through Jobs for Tennessee Graduates and Job Training Partnership Act Programs which serve primarily the economically disadvantaged. A formal program should include the professional contributions of teachers, counselors, special education personnel, job placement coordinators, and administrators. The majority of the jobs in the U.S. do not require a baccalaureate degree, yet, guidance counselors spend more time with the college bound or those who need the least amount of help compared to the non-college bound who receive the least amount of help but need it the most. What has evolved in today's high schools is an emphasis on the college bound. Guidance counselors are not allowed to do what they have been prepared to do, namely, provide job information, assessment, counseling, job placement and follow-up. The existing jobs for high school counselors should be examined and changed to provide required services for all students on an equal basis.

Educational credit could be awarded for structured educational experiences through part-time employment that integrates learning on the job with classroom content if, and only if, the part-time job is career related. A job placement coordinator could assist by serving as a clearing house for part-time and full-time job information. They could assist students by providing an approved list of part-time employers which would help resolve problems with employers who take advantage of part-time high school workers.

Special education personnel could provide direct supervision and placement services for the handicapped. Handicapped, as a general rule, experience more difficulty in securing employment and overcoming barriers to employment.

The principal should be directly involved in overseeing the delivery of job information and placement services. Without the commitment of the administrators, the schools will continue to emphasize preparing for college while preparing for the world of work remains the lower priority.

4. Guidelines should be established to assist school officials in implementing policies for working during the school year. The students will have varying reasons and/or need for working part-time during the school year. Intervention would be possible when students' grades begin to drop. Part-time employment may be the problem, or part of the problem, for grades to drop, particularly for those working an excess number of hours and/or very late hours, but other factors may be the principle reason or reasons. What would be important would be intervention by a counselor, teacher, or other school personnel who would help the students understand someone cares enough to take the time. Some of the jobs require more time on days when no school is scheduled the following day. Hardship and extenuating circumstances could be at the discretion of the local officials.

   The students and their parents are not in agreement with respect to limits on hours worked per week during the school year. Students seem to express the opinion after school hours are theirs, and they should have the freedom to decide.

Students who are able to maintain satisfactory grades in high school while working should be monitored and allowed to remain working. Students working late hours and more than 20 hours during the school week may need more timely intervention. In addition to counseling, the jobs program could help by placement assistance into part-time jobs with a more favorable work schedule. Removing the students from rewarding part-time work with no alternative would alienate students even more. Parents indicated they would support assistance for their sons and daughters. Present intervention by the schools may be piecemeal, inconsistent, and too late to be of much help to the students, thus the need for establishing guidelines.

5. Increased graduation requirements and entrance requirements for higher education are causing changes in the way high schools are emphasizing the college preparatory track. It appears increased graduation and entrance requirements have fostered an even greater emphasis on preparing for college.

The parents and students in this study feel very strongly that today's high school students should also be prepared for the world of work upon graduation. The students holding part-time jobs are better prepared for the world of work upon graduation from high school. The problem seems to be that today's high schools are not providing an equal emphasis for preparing for work and preparing for college.

A review of the recognition given to today's high school students would provide a quick profile of where the emphasis is placed. Students should be aware that a low percentage of the

students who start a two-year or four-year degree program actually graduate.

In terms of accountability, the question should be asked how well are our high schools' college bound graduates doing in actually completing a college education? Further, the majority of the jobs do not require a baccalaureate degree. Students who do not graduate from college must enter the work force. Those with vocational cooperative work experience are better prepared for the world of work. High school students with part-time work experience rated the academic subjects higher in terms of being of value than the non-working students. Working students are better able to relate their courses to the world of work than non-working students. The vocational courses were rated even higher than the academic courses by the non cooperative working students and cooperative vocational students. High school students maximize the relevancy of academic and vocational courses to the world of work when they hold part-time co-op vocational education jobs during high school.

6. The working high school students should be recognized for making considerable contributions at the state and local level. The contribution, as measured by sales taxes paid, are positive indicators of an important sub group at the local and state levels. Part-time employment for high school students will continue to grow as employers' demand for part-time employees continue to increase.

   Employers could and do make adjustments for part-time employees who are high school students. Employers are

supportive of and cooperative with school officials in helping to maximize learning through training agreements and training plans for the cooperative vocational students. High school students who are working, but not enrolled in a cooperative vocational program, would benefit from a formal system rather than no structure to maximize learning. The educational experiences for part-time high school employees would be enhanced through a more formal system.

Recognition by the school officials of the value of working part time, in addition to the sales taxes paid, could assist officials in their deliberations and decisions which would have an impact on high school students holding part-time jobs. The high percentage of high school students holding part-time jobs does imply that decisions pertaining to restrictions or guidelines would be broad based. The parents of working high school students are supportive of their daughters and sons holding their part-time jobs. The parents would support intervention that is designed to help the students realize both educational and employment objectives.

Questions for Further Research

1. What are the benefits and opinions of high school students and their parents for students working without pay for family enterprises?
2. How do private high school students' and their parents' opinions pertaining to working during the school year differ from public high school students and their parents?

3. What activities or changes could a high school add which would better enable all students to feel better about their high school education?
4. To what extent do part-time jobs for high school students have career advancement possibilities?
5. To what extent does working part-time assist high school students in being better able to clarify career goals and objectives?
6. What effects does working part-time during high school have on students entering and completing continuing education programs?
7. To what extent does part-time work during the high school years add to stability in employment following high school?
8. To what extent does work experience during high school have on hiring decisions by employers for full-time employment following high school graduation?
9. To what extent do high school students' grades affect hiring decisions for part-time and full-time employment by employers?
10. To what extent do public school activities requiring money influence high school students to seek part-time work during the school year?
11. To what extent does the age for initiating employment for pay influence students' high school performance and the likelihood for working part-time during high school.
12. What effect does family education level have on determining part-time employment for high school students?
13. To what extent do high school administrators, teachers, counselors and peer groups have on influencing students' decisions for holding part-time jobs during the school year?

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APPENDIX A

TENNESSEE SECONDARY STUDENTS' EMPLOYMENT SURVEY

We would like to know your opinions about high school students working part-time. Your school was randomly selected to participate in this state-wide study. Each participant is very important. Completing this survey form indicates your agreement to participate in the study. We look forward to receiving your response.

Opinions About High School Students Working

Please provide a response for each of the following statements by drawing a circle around the number which represents your response. There are no right or wrong answers. **It is very important for you to respond to each statement.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. High school students should have the benefit of holding a paying job before graduating.	1	2	3	4
2. Paid work experience is the best way for high school students to learn what employers want.	1	2	3	4
3. All high school students should be prepared for the world of work upon graduation.	1	2	3	4
4. High school students learn how to work with others when they work for pay.	1	2	3	4
5. Working part-time while in high school helps students:				
a. improve their grades.	1	2	3	4
b. improve their school attendance.	1	2	3	4
c. improve their attitude toward high school.	1	2	3	4
d. learn how to improve their money management.	1	2	3	4
6. Working for pay is as valuable as high school course work.	1	2	3	4
7. High school credit should be awarded for:				
a. any paid work experience during the school year.	1	2	3	4
b. paid work that is supervised by high school personnel.	1	2	3	4

GO TO NEXT PAGE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. Vocational subjects help high school students relate to the world of work.	1	2	3	4
9. Some employers take advantage of students who work part time.	1	2	3	4
10. High school students should be allowed to work as many hours as they wish.	1	2	3	4
11. Working part-time while in high school will:				
a. help students remain in school.	1	2	3	4
b. keep students from other school activities.	1	2	3	4
c. reduce studying time.	1	2	3	4
d. help pay for school expenses.	1	2	3	4
e. give students constructive use of their time.	1	2	3	4
f. provide valuable work experience.	1	2	3	4
12. Academic subjects help students relate to the world of work.	1	2	3	4
13. High school students should be limited to 20 hours of work each week (including weekends).	1	2	3	4
14. Working more than 20 hours a week will cause high school students' grades to drop.	1	2	3	4
15. A high school representative should assist students in securing part-time jobs.	1	2	3	4
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	1	2	3	4
17. Working part-time while in high school helps students:				
a. feel better about themselves.	1	2	3	4
b. improve time management.	1	2	3	4
c. become more responsible for their actions.	1	2	3	4
d. appreciate their high school courses.	1	2	3	4
e. make realistic career decisions.	1	2	3	4

GO TO NEXT PAGE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
18. High schools should emphasize preparing for college.	1	2	3	4

We would appreciate any comments you would like to share about high school students working part-time during the school year?

_____

_____

_____

_____

_____

GO TO NEXT PAGE.

Section B

1. Present Age _____ 2. SEX ( ) Female ( ) Male 3. RACE ( ) Black ( ) Hispanic ( ) Wh te ( ) Other

4. How late should a high school student be allowed to work the evening before a school day? _____PM Latest hour to work before a school day

5. Have you ever worked during the school year (September to June)?
   ( ) Yes **If Yes, please skip to Question No. 9.**
   ( ) No **If No, please continue with Question No. 6.**

6. WHAT ARE YOUR REASONS FOR NOT WORKING DURING THE SCHOOL YEAR? (Please circle one number for each item)

	Yes	No
a. Parents won't let me.	1	2
b. No transportation.	1	2
c. Don't want to work.	1	2
d. Afraid it would hurt my grade average.	1	2
e. No time to work due to studying to maintain grade point average.	1	2
f. Parents give me all the money I need.	1	2
g. I have tried to get a job, but haven't been hired.	1	2
h. No time--I am involved in many other high school activities.	1	2
i. Not old enough.	1	2
j. I must help at home.	1	2
k. Present health condition won't let me.	1	2
l. No time--I volunteer to help in the community at no pay.	1	2

7. Would you like to be earning your own money from a job during the school year?
   ( ) Yes
   ( ) No

8. Do you work during the summer?
   ( ) Yes
   ( ) No

If you have never worked during the school year, you are finished with the questionnaire. Thank you for your time and help by providing some answers to these important issues.

GO TO NEXT PAGE

9. Are you presently participating in a cooperative vocational program?
   ( ) Yes For a definition of cooperative vocational education, please refer to the
   ( ) No back cover.

10. How many weeks have you worked at your present job during the last 12 months?
    _____ Write in number of weeks.

11. How many weeks have you worked since school started this fall? _____weeks

12. How many hours per week do you work? _____hours per week

13. What is your average weekly take home earnings? $_____take home pay

14. How many different employers have you had during the last 12 months?
    _____ Write in number.

15. How many jobs for pay have you had since beginning high school? _____ Write in number.
    (Exclude babysitting and other similar temporary jobs).

16. At what age did you begin earning your own money other than an allowance?
    _____ Write in age.

SECTION C To what extent does each of the following reasons influence you to work during the school year?

Circle one response per item. Please respond to each item.

		None	Very Little	Some	Great Amount
1.	To save money for college.	1	2	3	4
2.	To help with family expenses.	1	2	3	4
3.	To help pay for high school expenses.	1	2	3	4
4.	To have some spending money.	1	2	3	4
5.	To buy a car.	1	2	3	4
6.	To pay for car insurance.	1	2	3	4
7.	To buy clothes.	1	2	3	4
8.	Parents encourage me to work.	1	2	3	4
9.	Don't like high school.	1	2	3	4
10.	High school class requirement.	1	2	3	4
11.	To get away from home for a while.	1	2	3	4
12.	To have something to do.	1	2	3	4
Other reasons, please specify _____		1	2	3	4

You are finished with the survey. Thank you for your time and help by providing some answer to these important issues.

TENNESSEE SECONDARY STUDENTS' EMPLOYMENT SURVEY

We would like to know your opinions about high school students working part-time. Your sons'or daughters' school was randomly selected to participate in this state-wide study. Each participant is very important. Completing this survey form indicates your agreement to participate in the study. We look forward to receiving your response.

Opinions About High School Students Working

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2. Paid work experience is the best way for high school students to learn what employers expect.	1	2	3	4
3. All high school students should be prepared for the world of work upon graduation.	1	2	3	4
4. High school students learn how to work with others when they work for pay.	1	2	3	4
5. Working part-time while in high school helps students:				
a. improve their grades.	1	2	3	4
b. improve their school attendance.	1	2	3	4
c. improve their attitude toward high school.	1	2	3	4
d. learn how to improve their money management.	1	2	3	4
6. Working for pay is as valuable as high school course work.	1	2	3	4
7. Academic credit should be awarded for:				
a. any paid work experience during the school year.	1	2	3	4
b. paid work that is supervised by high school personnel.	1	2	3	4

GO TO NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
8.	Vocational subjects help high school students relate to the world of work.	1	2	3	4
9.	Some employers take advantage of students who work part time.	1	2	3	4
10.	High school students should be allowed to work as many hours as they wish.	1	2	3	4
11.	Working part-time while in high school will:				
	a. help students remain in school.	1	2	3	4
	b. keep students from other school activities.	1	2	3	4
	c. reduce studying time.	1	2	3	4
	d. help pay for school expenses.	1	2	3	4
	e. give students constructive use of their time.	1	2	3	4
	f. provide valuable work experience.	1	2	3	4
12.	Academic subjects help students relate to the world of work.	1	2	3	4
13.	High school students should be limited to 20 hours of work each week (including weekends).	1	2	3	4
14.	Working more than 20 hours a week will cause high school students' grades to drop.	1	2	3	4
15.	A high school representative should assist students in securing part-time jobs.	1	2	3	4
16.	Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	1	2	3	4
17.	Working part-time while in high school helps students:				
	a. feel better about themselves.	1	2	3	4
	b. improve time management.	1	2	3	4
	c. become more responsible for their actions.	1	2	3	4
	d. appreciate their high school courses.	1	2	3	4
	e. make realistic career decisions.	1	2	3	4

GO TO NEXT PAGE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
18. High schools should emphasize preparing for college.	1	2	3	4

Section B

1. Present Age _____

2. SEX (Please check one)
( ) Female
( ) Male

3. RACE (Please check one)
( ) Black
( ) White
( ) Hispanic
( ) Other

4. Highest educational level attained: (Please check only one)
( ) Did not graduate from high school
( ) High school graduate
( ) Attended college
( ) College graduate

5. Number of children at home. _____

6. Does your son or daughter presently have a part-time job?
( ) Yes
( ) No

7. If your son or daughter doesn't work, would you like your for him or her to have a part-time job while they are in high school?
( ) Yes
( ) No

8. Is your son or daughter participating in a vocational cooperative program?
( ) Yes
( ) No
For a definition of cooperative vocational education, please refer to the back cover.

9. Do you feel high school students should be allowed to hold part-time jobs during the school year?
( ) Yes
( ) No

10. How many hours per week (including weekends) should a high school student be allowed to work?
_____ # of hours to work

11. How late should a high school student be allowed to work the evening before a school day?
_____P.M. Latest hour to work before a school day

12. A representative from the school should monitor students' school progress.
( ) Yes
( ) No

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We would appreciate any comments you would like to share about high school students working part-time during the school year?

_____

_____

_____

_____

_____

Thank you for your time and help by providing responses to these important issues. Please have your son or daughter return the completed survey to school.

Use this page for additional comments if desired.

APPENDIX B

Urban Students and Parents on Opinion Items by Grade Level

	Grade							
	9		10		11		12	
	Parent	Student	Parent	Student	Parent	Student	Parent	Student
1	3.27	3.36	3.47	3.46	3.19	3.42*	3.38	3.44
2	3.21	3.15	3.42	3.30	3.14	3.19	3.26	3.29
3	3.24	3.30	3.35	3.24	3.25	3.40*	3.19	3.33*
4	2.89	2.84	3.22	3.15	2.94	2.87	3.02	3.16
5a	2.31	2.10*	2.40	2.11*	2.16	2.03	2.11	2.15
b	2.27	2.20	2.55	2.22*	2.15	1.95*	2.14	2.18
c	2.63	2.51	2.69	2.61	2.49	2.35	2.36	2.48
d	3.16	3.16	3.28	3.29	3.22	3.25	3.16	3.26
6	2.67	2.45*	2.56	2.58	2.38	2.27	2.45	2.62
7a	1.59	2.54	2.65	2.42	2.43	2.45	2.38	2.65
b	2.82	2.70	2.80	2.75	2.67	2.78	2.78	2.88
8	3.14	3.10	3.22	3.22	3.21	3.24	3.11	3.21*
9	2.89	2.86	3.15	3.07	3.14	3.21	3.28	3.24
10	2.27	2.66*	2.10	2.65*	1.97	2.38*	1.87	2.51*
11a	2.44	2.30	2.52	2.40	2.24	2.18	2.35	2.41
b	2.54	2.53	2.50	2.67	2.57	2.67	2.78	2.79
c	2.63	2.67	2.59	2.88*	2.74	2.81	2.96	2.92
d	3.12	3.15	3.15	3.28	3.18	3.35*	2.96	3.14*
e	3.15	3.11	3.12	3.20	3.03	3.10	2.94	3.01
f	3.30	3.23	3.24	3.36	3.16	3.27	3.16	3.26
12	3.02	2.79*	2.63	2.87*	2.95	2.92	2.81	2.73
13	2.91	2.21*	2.80	2.33*	2.81	2.65	2.85	2.39*
14	2.64	2.35*	2.60	2.35	2.84	2.54*	2.72	2.42*
15	2.94	2.87	3.10	2.94	3.02	2.96	2.72	2.80
16	3.08	3.01	3.17	3.13	3.17	3.14	2.98	3.04
17a	3.07	3.07	3.07	3.09	3.06	3.03	3.04	3.04
b	3.09	2.99	3.05	3.07	2.98	2.96	3.00	3.05
c	3.23	3.22	3.00	3.29*	3.14	3.21	3.11	3.18
d	2.89	2.72	2.66	2.62	2.66	2.53	2.66	2.67
e	3.17	3.40	3.46	3.56	3.56	3.56	3.59	3.57
18	3.42	3.40	3.46	3.56	3.56	3.56	3.59	3.57

Rural Students and Parents on Opinion Items by Grade Level

	Grade							
	9		10		11		12	
	Parent	Student	Parent	Student	Parent	Student	Parent	Student
1	3.37	3.55*	3.30	3.54*	3.15	3.37*	3.31	3.45*
2	3.30	3.26	3.28	3.26	3.11	3.16	3.22	3.29
3	3.35	3.38	3.30	3.35	3.16	3.33	3.26	3.29
4	3.19	3.19	3.07	3.07	2.99	3.08	3.10	3.13
5a	2.28	2.24	2.22	2.22	2.12	2.03*	2.30	2.15*
b	2.38	2.76	2.70	2.64	2.54	2.37*	2.48	2.45
c	2.67	2.76	2.70	2.64	2.54	2.37*	2.48	2.45
d	3.25	3.43*	3.25	3.31	3.08	3.29*	3.20	3.32*
6	2.57	2.71*	2.51	2.69*	2.38	2.43	2.52	2.52
7a	2.55	2.60	2.58	2.71	2.37	2.54	2.65	2.66
b	2.85	2.74	2.76	2.75	2.72	2.80	2.89	2.85
8	3.23	3.25	3.29	3.32	3.12	3.22	3.18	3.15
9	3.02	2.91	3.03	3.00	3.16	3.17	3.19	3.15
10	1.90	2.59*	1.96	2.63*	1.89	2.49*	2.08	2.63*
11a	2.55	2.55	2.44	2.49	2.41	2.27	2.49	2.35*
b	2.66	2.56	2.69	2.61	2.70	2.87*	2.76	2.81
c	2.70	2.68	2.79	2.65	2.89	2.96	2.90	2.87
d	3.04	3.21*	2.92	3.17*	2.99	3.16	3.12	3.17
e	3.05	3.09	3.08	3.09	3.00	2.95	3.04	3.02
f	3.22	3.34*	3.26	3.33	3.22	3.25	3.29	3.29
12	2.92	2.86	2.89	2.80	2.76	2.67	2.85	2.64
13	2.89	2.29*	2.88	2.27*	2.96	2.37*	2.82	2.24*
14	2.76	2.30	2.76	2.36*	2.75	2.53*	2.76	2.43*
15	2.92	2.86	2.96	2.65	2.69	2.69	2.98	2.74*
16	3.10	3.06	3.06	3.05	3.00	2.96	3.08	3.06
17a	3.13	3.18	3.14	3.11	2.96	2.99	3.16	3.09
b	3.13	3.14	3.13	3.14	2.98	2.99	3.15	3.13
c	3.20	3.36*	3.16	3.22	3.05	3.14	3.20	3.26
d	2.87	2.87	2.88	2.76	2.64	2.55	2.74	2.62
e	3.14	3.37	3.14	3.27	2.95	3.16*	3.10	3.18
18	3.36	3.44	3.32	3.33	3.39	3.51	3.43	3.39

Parents' Opinions About High School Students Working by Grade Level of Son or Daughter (Comparisons based on responses of parents with son or daughter in the 12th grade)

Item	Grade Level 9th	10th	11th	12th
1. High school students should have the benefit of holding a paying job before graduating.	3.34	3.34	3.17* (-.17)	3.34
2. Paid work experience is the best way for high school students to learn what employers expect.	3.27	3.31	3.13* (-.11)	3.24
3. All high school students should be prepared for the world of work upon graduation.	3.31	3.31	3.22	3.23
4. High school students learn how to work with others when they work for pay.	3.11	3.10	2.97	3.07
5. Working part-time while in high school helps students:				
a. improve their grades.	2.28* (+.12)	2.25	2.14	2.16
b. improve their school attendance.	2.34	2.38* (+.15)	2.17	2.23
c. improve their attitude toward high school.	2.65* (+.22)	2.69* (+.26)	2.50	2.43
d. learn how to improve their money management.	3.22	3.24	3.16	3.18
6. Working for pay is as valuable as high school course work.	2.59	2.52	2.39	2.49
7. Academic credit should be awarded for:				
a. any paid work experience during the school year.	2.56	2.59	2.41* (-.13)	2.54
b. paid work that is supervised by high school personnel.	2.84	2.77	2.70* (-.14)	2.84
8. Vocational subjects help high school students relate to the world of work.	3.20	3.26* (+.11)	3.16	3.15
9. Some employers take advantage of students who work part time.	2.99* (-.24)	3.07* (-.16)	3.16	3.23

Parents' Opinions About High School Students Working by Grade Level of Son or Daughter (Comparisons based on responses of parents with son or daughter in the 12th grade)

Item	Grade Level 9th	10th	11th	12th
10. High school students should be allowed to work as many hours as they wish.	2.00	2.00	1.94	2.00
11. Working part-time while in high school will:				
a. help students remain in school.	2.52	2.45	2.32	2.43
b. keep students from other school activities.	2.64* (-.13)	2.65	2.64* (-.13)	2.77
c. reduce studying time.	2.69* (-.24)	2.75* (-.18)	2.82	2.93
d. help pay for school expenses.	3.05	2.98	3.08	3.05
e. give students constructive use of their time.	3.07	3.09	3.01	3.00
f. provide valuable work experience.	3.24	3.25	3.20	3.24
12. Academic subjects help students relate to the world of work.	2.94* (+.10)	2.84	2.86	2.84
13. High school students should be limited to 20 hours of work each week (including weekends).	2.89	2.85	2.87	2.83
14. Working more than 20 hours a week will cause high school students' grades to drop.	2.73	2.72	2.78	2.73
15. A high school representative should assist students in securing part-time jobs.	2.91	2.99	2.86	2.87
16. Handicapped high school students should be provided extra assistance by a high school representative in securing a part-time job.	3.09	3.08	3.08	3.04

Parents' Opinions About High School Students Working by Grade Level of Son or Daughter (Comparisons based on responses of parents with son or daughter in the 12th grade)

Item	Grade Level 9th	10th	11th	12th
17. Working part-time while in high school helps students:				
a. feel better about themselves.	3.11	3.12	3.02	3.11
b. improve time management.	3.12	3.11	2.98* (-.11)	3.09
c. become more responsible for their actions.	3.20	3.12	3.10	3.16
d. appreciate their high school courses.	2.87* (+.17)	2.83	2.65	2.70
e. make realistic career decisions.	3.14	3.09	3.03	3.09
18. High schools should emphasize preparing for college.	3.39* (-.11)	3.36* (-.14)	3.49	3.50

* Significant difference than opinion of parents with son or daughter in 12th grade.

( )= Direction and strength of significant difference.